



LEGISLATIVE ASSEMBLY OF NUNAVUT

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Iqaluit

Speaker: The Honourable Peter Kilabuk, M.L.A.

Legislative Assembly of Nunavut

Speaker

Hon. Peter Kilabuk

(Pangnirtung)

Hon. Olayuk Akesuk

(South Baffin)

Minister of Environment; Minister of Health and Social Services

David Alagalak

(Arviat)

James Arreak

(Uqqummiut)

Deputy Speaker; Chair of the Committee of the Whole

James Arvaluk

(Tununiq)

Hon. Levi Barnabas

(Quttiktuq)

Minister of Human Resources; Minister responsible for the Workers' Safety and Compensation Commission

Hon. Levinia Brown

(Rankin Inlet South – Whale Cove)

Deputy Premier; Minister of Community and Government Services; Minister responsible for the Status of Women

Tagak Curley

(Rankin Inlet North)

Peter Kattuk

(Hudson Bay)

Deputy Chair, Committee of the Whole

Steve Mapsalak

(Akulliq)

Hon. Patterk Netser

(Nanulik)

Minister of Economic Development and Transportation; Minister responsible for the Nunavut Housing Corporation

Hon. Paul Okalik

(Iqaluit West)

Premier; Minister of Justice; Minister of Executive and Intergovernmental Affairs

Keith Peterson

(Cambridge Bay)

Hon. Ed. Picco

(Iqaluit East)

Government House Leader; Minister of Education; Minister of Energy; Minister responsible for Multiculturalism, Homelessness and Immigration

David Simailak

(Baker Lake)

Hon. Louis Tapardjuk

(Amittuq)

Minister of Culture, Language, Elders and Youth; Minister of Finance; Chairman, Financial Management Board

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Iqaluit, Nunavut
Thursday, September 18, 2008

Members Present:

Honourable Olayuk Akesuk, Mr. David Alagalak, Mr. James Arreak, Mr. James Arvaluk, Honourable Levi Barnabas, Honourable Levinia Brown, Mr. Tagak Curley, Mr. Peter Kattuk, Honourable Peter Kilabuk, Mr. Steve Mapsalak, Honourable Patterk Netser, Honourable Paul Okalik, Mr. Keith Peterson, Honourable Edward Picco, Mr. David Simailak, Honourable Louis Tapardjuk, Mr. Hunter Tootoo.

Item 1: Opening Prayer

Speaker (Hon. Peter Kilabuk)(interpretation): Thank you. I would like to ask Mr. Alagalak to say the opening prayer. Mr. Alagalak.

>>*Prayer*

Speaker (interpretation): Thank you, Members. Good day, Mr. Premier, Deputy Premier, Ministers, and Members. Have a wonderful day. Item 2. Ministers' Statements. If there are none, Item 3. Members' Statements. Member for South Baffin, Mr. Akesuk.

Item 3: Members' Statements

Member's Statement 549 – 2(4): Reflections on Public Life Since 1999

Hon. Olayuk Akesuk (interpretation): Thank you very much, Mr. Speaker. Good afternoon, my colleagues, my constituents in Cape Dorset, and my wife and children. I also send my greetings to the residents of Kimmirut.

This is probably the last day of this session. I would like to thank my staff, Theresa and Susie, for their work. I am very grateful, and also to Nicotye in Kimmirut and Silima in Cape Dorset. They are also my CAs.

I was first elected in 1999 and I am very thankful that I am able to be here along with my colleagues and for all your support and assistance, along with my constituents, and to all Nunavummiut who offered me advice. Even though we went through difficult times, all those things passed and I am happy that they did.

I wish to thank all the Legislative Assembly staff. Thank you very much, John Quirke and your staff. I have been here since 1999 and in the different portfolios that I have held, I have been fortunate to have been assisted by everyone who has worked with us. To the staff of the Nunavut government who are very dedicated to serve the residents of Nunavut as best as they can and to the elders who gave me advice, I thank them very much.

That's all that I have for now. Mr. Speaker, I don't think I'll be running at the next territorial election. I thank all Nunavummiut. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you very much, Minister Akesuk. All your assistance will be remembered. Members' Statements. Member for Akulliq, Mr. Mapsalak.

Member's Statement 550 – 2(4): Thank You Constituents, Family, and Colleagues

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker. This could very well be the last day for Members' Statements. I'm not sure if I'll be back, depending on if I get re-elected.

First of all, I would like to thank my constituents in Kugaaruk and Repulse Bay for putting me here, especially my number one supporter, my wife. I thank her very much. I know that she has gone through very difficult times over the past four years. She has to work really hard and I am grateful that she has managed to overcome them. So I thank my wife and my family.

My colleagues here, I thank all of you. It gets very difficult when you're an elected official, especially when you're the chairperson dealing with different kinds of bills. The recent bill is a good example. It was very difficult for me but we have to do it for the people of Nunavut. I was very happy that members voted in favour of it and I am pretty confident that it will pass third reading.

My colleagues, I thank you for providing me with assistance, the ministers with the questions that I put forward. I was able to get adequate answers on behalf of my constituents. I thank our staff upstairs. Without them, we would have made a lot of mistakes. They kept us on our toes.

Mr. Speaker, I seek unanimous consent to conclude my statement. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Mapsalak. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Speaker and my colleagues.

I especially depend on our interpreters. I thank them very much because they help make us understand.

I wish to mention Iqaluit. Whenever we come here, the community welcomes us and I thank the residents for that. They raise their concerns, too, because we're Members of the Legislative Assembly. They give us advice and I thank everybody.

For some of you, we might see you again before the election. I will be running again in the next election. Thank you, Mr. Speaker.

>>*Applause*

Speaker (interpretation): Thank you, Mr. Mapsalak. Members' Statements. Member for Arviat, Mr. Alagalak.

Member's Statement 551 – 2(4): Reflections on Serving One Term as MLA

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. I thank all of you. Even though I have only been serving for one term, I have learned how you have become friends and support each other. My family in Arviat has constantly given support to me. Obviously, being their dad, they're always supporting me and I thank them and all my friends in Arviat who give me advice and support me. They always let me know what they think.

Since 1977, when I moved to Arviat, the number of my friends has increased there and continually growing in number and I'm very thankful for them because they never abandoned us.

Since I have been a member here, even though we go through very difficult times, that person is always there to help us in any way they can. I'm not saying that I won't be seeing the people again, I just want to serve the people and I will try and help the people whatever position I'm in.

The members with whom I have been working with and are here now, some of them will not be running and one even passed away. In our life, however, we often have to go through those. That's part of life.

Sometimes I'm referred to as an elder at this Assembly. However, I don't try to be an elder.

Mr. Speaker, I seek unanimous consent to conclude my statement.

Speaker (interpretation): Thank you, Mr. Alagalak. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Alagalak.

Mr. Alagalak (interpretation): I thank all of you very much.

A lot of times, you include me as the young man and sometimes you refer to me like I am. I am very thankful because I don't consider myself as an elder and I'm pretty sure that in your minds, you didn't feel like being a wiser person. We all go through that.

A lot of times, people telephoned me when I first started coming here that I am not complete without my hat. All my life, this was the first time that I had to take my hat off

when I come here, but it's unfortunately part of the procedure. If I don't come back here, then I will be wearing my hat religiously and you will be able to see me.

Thank you for welcoming me. Maybe when I get back, if I come back as a younger person, I will be friends with you. I will never forget you, you will be in my heart and I will think about you. Thank you.

>>Applause

Speaker (interpretation): Thank you, Mr. Alagalak. Member for Hudson Bay, Mr. Kattuk.

Member's Statement 552 – 2(4): Reflections on Serving as MLA

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. Thank you, Mr. Alagalak. I have known him since 1972 and he hasn't changed a bit, and what he said is true.

Mr. Speaker, just before I begin, I would like to send my regards to my family and my grandchildren. I left before my grandchild started walking and I say, "Hi, Cynthia."

I think today is our last day here. Like I said, the last time that we were here, I will probably not be able to come back here. I think this is our last session and I would like to just add on to what I had said earlier this past spring.

Akesuk said that he will not be running this coming election. I am very grateful to him for helping and assisting me in the Legislative Assembly. I remember that time during the time zone change and he helped me out quite a bit.

I would like to thank our Clerk, Mr. Quirke. He said that he belongs to the government, it's going to pass, is what he said. However, at the beginning of our first term, we don't know what's happening in regard to legislation, the motions, and stuff like that, and the government initiates stuff and we have to debate on them.

I also want to mention what Mr. Picco said about me, which is true, that I used to go out caribou hunting with him.

Mr. Speaker, I would like unanimous consent to conclude my statement.

Speaker (interpretation): Thank you, Mr. Kattuk. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I think I'm going to be smiling all the time because I'll be going home tomorrow. I think my smile is going to stay with me all day.

As I was saying, Mr. Picco said last year or last spring, it is true that when he started butchering or skinning a caribou, there was blood everywhere. I guess that's the way he is. I respect Mr. Picco for being able to do things the best way that he can and I will always appreciate how he tirelessly and clearly responded to my questions

I would also like to thank all my constituents for helping me with my job as Member of the Legislative Assembly. During the last nine years, there has been a death in our family, such as my father, and we went through hardships, but it was a hard time for me being a member because I had to leave my community. That is part of life.

For those of you who are going to be running again, I hope that you get elected. I know that it's going to be very hard and I want you to win if you are going to run again. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Kattuk. Members' Statements. Member for Cambridge Bay, Mr. Peterson.

Member's Statement 553 – 2(4): Appreciation to Constituents in Cambridge Bay

Mr. Peterson: Thank you, Mr. Speaker. I would like to welcome my constituents in Cambridge Bay, Umingmaktok, and Bathurst Inlet to the proceedings today via television. I have been hearing some good reports back home that they're enjoying the proceedings.

Mr. Speaker, I rise today on what could possibly be our last sitting of the Second Legislative Assembly of Nunavut to thank my constituents for supporting me as their MLA in representing them in this House for the last four and a half years.

Mr. Speaker, the people of the Cambridge Bay riding are not only my constituents, they are also my friends, relatives and neighbours.

Mr. Speaker, when I was campaigning in 2004, I asked them to "Let Me Be Your Voice" in Iqaluit and promised them that I would do my utmost each and every day to ensure that the Government of Nunavut hears their concerns.

I have done my very best to keep that promise and I'm sure that many of the ministers will support me in that statement.

An Hon. Member: Hear, hear.

Mr. Peterson: Mr. Speaker, I have learned as an MLA that we must work together to serve all the people equally across our great territory. It has not always been easy. My colleagues have frequently supported me in addressing the needs of my constituency and

I have been pleased to have had the opportunity to support them. I thank them for all their support and wish all Members of this House every success in their future endeavours.

Mr. Speaker, we have always said that accountability, transparency and fairness are critical if the public is going to have any confidence in their government. One of my constituents recently told me that he has seen accountability “creeping” into the government in the Second Legislative Assembly. This is a testament to the work undertaken by all MLAs and ministers.

Mr. Speaker, when I first started out as an MLA, I was amazed by the amount of reading and background work that we have to do to understand all of the issues before us and to effectively review budgets, scrutinize proposed legislation and keep the government accountable. It seems like it is never ending.

Fortunately, the Legislative Assembly has a dedicated staff and they have done a tremendous job of supporting us, from researching and providing procedural advice to fixing our computers, making travel plans, ordering office supplies, and processing our invoices. I would like them to know that I have appreciated their care, concern and commitment.

I would also like to publicly express my appreciation...

Mr. Speaker, I request unanimous consent to continue my statement.

Speaker (interpretation): Thank you, Mr. Peterson. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank my colleagues again.

I would also like to publicly express my appreciation and gratitude for the hard work that our frontline public servants in Cambridge Bay and other communities undertake every day.

There are many Government of Nunavut staff in Cambridge Bay who have spent a great deal of time and effort in helping me to resolve concerns and situations that constituents have raised with me. I apologize to some of those employees for asking the written questions that required them to do weeks of research. I assure them that it's all a necessary evil.

Mr. Speaker, during the last few months, I have been overwhelmed by the number of people who have dropped by my office, emailed me, stopped me in the street, or called me to ask if I am going to run again for MLA. Even some residents of Iqaluit have been asking me.

I have been humbled by the many comments that they have made thanking me for working hard on behalf of our communities and caring for people.

Mr. Speaker, I have talked to my family about running again. I am thankful that they have all supported me during this term. It is not easy being a great distance away from your loved ones for long periods of time, especially if you come from the Kitikmeot.

Mr. Speaker, it is with a great sense of honour that I take this opportunity to inform my constituents back home that I will run again in the upcoming general election. I intend to earn their trust once again to continue to be their voice in Iqaluit. I look forward to returning home this weekend to be reunited with them and with my family. Thank you, Mr. Speaker.

>> *Applause*

Speaker (interpretation): Thank you, Mr. Peterson. Members' Statements. Member for Rankin Inlet North, Mr. Curley.

Member's Statement 554 – 2(4): Support for the Qikiqtani Truth Commission

Mr. Curley (interpretation): Thank you, Mr. Speaker. First of all, I would like to send my regards to the people of Rankin Inlet and to the young people. My wife could not go home yesterday as there was some mix-up with her flight. I know she is watching and I would like to send my regards to her.

I rise today to say that I am very grateful to all the staff of the Legislative Assembly. It's very gratifying when the staff helps you out at all times. The staff of Mr. John Quirke, in particular their research staff, sometimes when we think that something is not going to be done, it gets done. I would especially like to thank Mr. Alex Baldwin for all the assistance that he has provided to me.

Sometimes we have a hard time, especially when we are not well, such as the time that I had to get an operation and the MLA from Arviat had to be operated on, too, at that time. It was very hard but I would like to say that it's been a little over two years since I had my operation and I can feel that I'm not as active as I used to be.

Mr. Speaker, I would also like to say that we have talked about the generations before us. There are a lot of people from the Baffin region. The MLA from Amittuq, Mr. Louis Tapardjuk, has been concerned about the fate of Qanngualuk and her family when they were abducted from up north. I would also like to not stop trying to resolve this, I want to resolve it.

Mr. Speaker, I would like unanimous consent to conclude my statement. Thank you.

Speaker (interpretation): Thank you, Mr. Curley. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker.

I would like to encourage the Minister of Education to write a book on the abduction that happened in the north.

Mr. Speaker, the important work that is being done by the Qikiqtani Truth Commission, I believe that it is vitally important to have an accurate and complete understanding of our history in the north. These kinds of things have to be brought up. Mr. Speaker, everyone over here knows that there's a lot of stuff that happened in the north and it affects us.

It's a hardship to have had your dogs slaughtered and the relocations that took place across the north in the years following the Second World War. That was probably hard for the people of the north because their lives were changed forever. As people and culture, Inuit have struggled to make their accommodation with the Canadian state and society to be assimilated. It was very hard for me.

As the next generation of Inuit prepare to meet the challenges of the 21st century moderately, it is more important than ever that we come to terms with the past. I also thank Mr. Tapardjuk for starting to write those things down.

Mr. Speaker, I grew up listening to the recollections of my elders as they told me of the war in which they came to maturity. Many of their experiences were common to those that occurred in Baffin and elsewhere across the north.

I want to take this opportunity to praise Commissioner James Igloliorte for agreeing to undertake the important work of the truth commission. I believe that similar work would be welcome in the Kivalliq region. Our elders have experiences to share and their voices must be preserved before they're lost in the passage of time.

Mr. Speaker, as you know, I've had the privilege of serving in the legislatures of both Nunavut and Northwest Territories, and I would like to thank my wife for supporting me over the past four years.

I want to conclude my remarks today by thanking my constituents for their support to me and my family over the several years and to offer them my commitment. Mr. Picco stated that he will let us know on the 21st, I want to also state whether I am going to be running again or not. I will announce my intentions on the 21st as well. Thank you.

>>*Applause*

Speaker (interpretation): Thank you, Mr. Curley. Item 3. Members' Statements. Member for Amittuq, Mr. Tapardjuk.

Member's Statement 555 – 2(4): Reflections as MLA and Member of Executive Council

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I believe this is our last day and I would like express my thanks. The four years have gone by very quickly and I thought it would be a long time, but as a Member of the Legislative Assembly, I can't say that it's a lot of fun. It requires a lot of hard work but all of us are here in order to serve our constituents so that they can have a better life. We all worked really hard so that Inuit can have control.

I would like to thank all the members who selected me to be part of the Cabinet. I especially would like to thank the Premier for giving me the portfolio that I really truly enjoy because I truly enjoy it and I thank him.

>> *Applause*

An Hon. Member: Hear, hear.

Hon. Louis Tapardjuk (interpretation): I especially would like to thank these people who have given me support. Ever since I became a minister, I had no idea how the government worked. Firstly, David Akeegok was my Deputy Minister with the Department of Culture, Language, Elders and Youth.

Kathy Okpik and after that, Phoebe Hainnu and Aluki Rojas were my deputies. They're both Inuit and they worked really hard. They were very easy to work with because they understood the Inuit culture and that helped me a lot to understand. Peter Ma, who is my Deputy Minister for Finance, knows all the things that I have no idea about and he gives me briefings which help me to understand.

Sheila Kolola, who has helped a lot, and after that, Eileen Kilabuk, sometimes I forget to introduce her but I truly thank her.

Mr. Speaker, I would like unanimous consent to conclude my statement.

Speaker (interpretation): Thank you, Mr. Tapardjuk. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, my colleagues and Mr. Speaker.

I'm often reminded that they consider me as the boss, but Eileen Kilabuk-Weber is my boss. She tells me where to go and what to do, so I have to listen to her. I especially would like to thank her.

Diane Ijiraq, John Ilupaalik, and Janet Isigaittuq, who were my CAs in Igloolik, their term will be up I believe tomorrow, Saturday, or Sunday will be their last day. I want them to be well prepared for their future and if they want to do anything and if they want my support, I can certainly support them in any way I can.

Mr. Speaker, I have been asked to be nominated in the Social Development Council in 1999 but the next term, when I was asked, I agreed. I wish to thank those people who wanted to nominate me very much.

Lastly, I would like to say last night, I felt something very strong when I was thinking about Mark Evaluarjuk because I always admired Mark Evaluarjuk, being unilingual, was able to do all those.

An Hon. Member: Hear, hear.

Hon. Louis Tapardjuk (interpretation): Even though it might be a little late, we can still proceed with that. I want to encourage everybody, even if you can't speak English, please try to run for the Assembly in any way you can because you can do anything. I don't want being unilingual to be an excuse not to proceed what they want to do.

Some Hon. Members: Hear, hear.

Hon. Louis Tapardjuk (interpretation): I received a phone call if they can nominate me on Saturday and I said that I'll know once I'm back in Igloolik. So on Monday, I will announce if I'm going to run or not, but I can say that I'm not tired of being here in the Legislative Assembly. Thank you.

>>*Laughter*

>>*Applause*

Speaker (interpretation): Thank you, Mr. Tapardjuk. Members' Statements. Member for High Arctic, Mr. Barnabas.

Member's Statement 556 – 2(4): Reflections as MLA and the Plight of High Arctic Residents

Hon. Levi Barnabas (interpretation): Thank you, Mr. Speaker. Good afternoon. I would like to thank very much from the bottom of my heart my wife and my children, who have supported me. Even though when I have gone through difficult times, my family and friends have always support me.

One of the reasons that I have tears is that our grandchildren will be able to use the Inuktitut language because of the bill and I'm very proud of that.

Mr. Speaker, the population of my constituents is not that great. They are in a remote area but we have to treat them like any other community.

One of the hardest things to do is when my constituents tell me of people who were relocated to an entirely different community, we even have different dialects. I couldn't quite comprehend what they were talking about, but I can truly feel and understand what they meant. Those people have helped and supported me a lot, especially the elders who advised me and I understand that.

I thank John Quirke, his staff, our interpreters and the staff who do all kinds of things. I especially would like to thank my colleagues, Mr. Picco, Premier, and members for helping me even when we went through hard times.

I would like to state that those officials who go up to my constituents, Nancy Lindell, Prime Minister Harper, and Peter Mackay, they have come to my constituency and now, it's clear that we are not forgotten.

Mr. Speaker, I would like to ask for unanimous consent to conclude my statement.

Speaker (interpretation): Thank you, Mr. Barnabas. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Barnabas.

Hon. Levi Barnabas (interpretation): Thank you, Mr. Speaker. Iqaluit residents, especially the elders, have supported me, as well as my constituent elders.

Mr. Speaker, on Monday, I will announce whether I'm going to run or not. I have been elected twice and I wasn't aware of how it's supposed to be. There was a lot of planning and a lot of them have gone through, and those members who are no longer with us, I thank them for all their hard work. Even though my tasks may seem impossible, I would ask them what I had to do and they were able to advise me, so I thank them very much.

I would also like to thank Peter Kattuk. Thank you for believing in me to be part of the Cabinet. I thank my staff, Pat Arnakak, Annie Joannie, and Irene Willie. The people and staff of WSCC and all the staff in the government work really hard to make our jobs easier in the House through their hard work. I thank them all. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Barnabas. Members' Statements. Member for Uqqummiut and Deputy Speaker, Mr. Arreak.

Member's Statement 557 – 2(4): Reflections as MLA, Thanks to Family and Constituents

Mr. Arreak (interpretation): Thank you, Mr. Speaker. I have to thank people. Even though Qikiqtarjuaq is able to, but in Clyde River, they still can't watch us on TV. I would like to thank all of my constituents. They ask me questions on different topics or if I need assistance, they offer their assistance to me, even before I became a member.

This is due to a better life, I would like to thank my wife, my children, my grandchildren, my siblings, and my mother, who is still around and I am thankful that she is.

I would like to thank all of you, the Premier, and the ministers. They help us a lot. Not just for us but for all Nunavummiut. Whenever we requested something, even though they can't provide everything that we asked for, they were able to provide them. So I am thankful for that.

The staff of the Legislative Assembly have helped us a lot. Even though we might not know all the procedures, they helped us, especially our researchers who assist us a lot. Sometimes they make us sound so wise, even though we might not be, for some of us. The interpreters, I thank them all. They could, in whatever language we use, everyone here can understand.

Mr. Speaker, I would like to ask for unanimous consent to conclude my statement.

Speaker (interpretation): Thank you, Mr. Arreak. The member is seeking unanimous consent to conclude his statement. Are there any nays? I believe there are no nays. Please proceed, Mr. Arreak.

Mr. Arreak (interpretation): Thank you very much, Mr. Speaker and my colleagues.

It's not always easy to be a Member of the Legislative Assembly, especially for me. I have learned how to read a lot more, either in Inuktitut or English, because we have so much material that we have to read. I am thankful for that.

Like I said, it's not always easy. Even though I went through a hard time, maybe I lost about nine relatives. One of the hardest ones was my son. My only son passed away when I was a member. Things like that pass and while we're still on this Earth, we still have things to do. I want it to be known that things pass and we shouldn't give up, even though they might seem very difficult at times.

One of the greatest joys that I had was the approval by the Cabinet, and supported by the members as about the folk school in our community. My community welcomes the cultural school. It will benefit us and I'm pretty sure that all Nunavummiut will appreciate the school that will be built in Clyde River. It is very much appreciated by the residents of Clyde River.

Even though our elders say that they don't know much, they're a lot wiser than us. So I encourage them to give us advice constantly and I hope the younger generation will respect them.

I believe in the young people, especially with the Youth Parliamentary *Hansard* that came out. When I read through it, there were a lot of things that can improve their lives. Some things like alcohol or drugs can ruin them and this was emphasized by the Youth Parliament. I see a brighter future for those people when they can talk about them.

Mr. Speaker, people often ask me in our community if I'm going to run again at the next election. I would like to say yes, I will be running again.

>>Applause

Speaker (interpretation): Thank you, Mr. Arreak. Members' Statements. Member for Nanulik, Mr. Netser.

Member's Statement 558 – 2(4): Thank You Spouse, Executive Assistant & Colleagues

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. I respect and heard what Mr. Tapardjuk just said. I'm still not finished here at the legislature. It was just like yesterday that we got here, it seems that way to me anyway. We just got here and it's over already.

First of all, I would like to thank my wife and my children. They have helped me greatly and sometimes, we don't have any time for ourselves, for my family and me, because I want to help the people of Nunavut.

I would also like to thank Mr. Picco. When we put our names in for ministerial positions, Mr. Picco helped us out. I would like to thank Pat Best; he has done so much for me. I would like to thank Olayuk Akasuk because he has taught me when I became a minister what is to be expected and what I should be doing. It is so totally different from being an ordinary member. The rest of the ministers helped me out in my new position.

I would like to send my regards to my family and my sister in Coral Harbour. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Netser. Members' Statements. Member for Tununiq, Mr. Arvaluk.

Member's Statement 559 – 2(4): Reflections on Being MLA, Thanks to Constituents and Colleagues

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. I would also like to thank the people of Pond Inlet and the people of Nunavut. Because I represent Pond Inlet, I would

like to say “thank you” to the people of Coral Harbour and Repulse Bay as well for assisting me and helping me when I was a Member of the Legislative Assembly.

I would also like to thank the Sowdluapik family in Pangnirtung and all of Lisa’s relatives. I would also like to send my regards to the people of Pond Inlet who are friends with Lisa because they have befriended her and helped her out.

I would also like to talk a bit about docking facilities, which is my favourite subject, because we want to have docking facilities.

The Prime Minister has to realize that those families of Panikpakutsuk, Qajaaq, Arnakallak, and Qiliqti, and a lot of people in Pond Inlet and the Kalluk family were moved from Pond Inlet to Grise Fiord and Resolute Bay. They were helping the families who were relocated up there from Northern Quebec so that the Canadian government can have sovereignty over the arctic. They were provided with very little when they were relocated.

Why is it now that the Canadian government wants to have sovereignty over the High Arctic and they want to have people put up there? The federal government has a debt to pay to the people that they relocated and they have to provide us with docking facilities, airport facilities, and better airport facilities because the Canadian government relocated people from Northern Quebec in order to have sovereignty over the arctic.

I hope that the Prime Minister can hear what I’m saying.

Speaker (interpretation): Mr. Arvaluk, your time is up. I will give you the opportunity to ask for consent to conclude your statement. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. I was just about done, so I would like to ask for unanimous consent to conclude my statement. Thank you.

Speaker (interpretation): Thank you, Mr. Arvaluk. The member is seeking unanimous consent to conclude his statement. Are there any nays? I believe there are no nays. Please proceed, Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. Thank you, my colleagues.

I asked a question yesterday in regard to the telephone that was out of order in the medical travel office in Pangnirtung. I would like to say that the telephone is 867-473-8944 just to let the people know.

I would also like to say that in regard to Bills 6 and 7, when we talked about those bills, we worked very hard as committee members, such as Hunter Tootoo, David Simailak, and our Co-Chairs, Mr. Mapsalak as well as Mr. Arreak. They worked extremely hard to deal with Bills 6 and 7. As soon as the committee meeting was over, we would work with Bill 21, the *Education Act*.

I would like to thank all those committee members who worked very hard, including Bill 20. They have made decisions from the bottom of their hearts to represent the people of Nunavut and they went through what they had to go through. It's now going to be over and I feel very happy about that.

When I asked a question, I would get a really good response. I would like to thank the ministers and the Premier for that.

I would also like to say that I'm going to let the people of Pond Inlet decide during the election in October. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Arvaluk. Members' Statements. Member for Baker Lake, Mr. Simailak.

Member's Statement 560 – 2(4): Thank You Family, Constituents, Premier and Colleagues

Mr. Simailak (interpretation): Thank you, Mr. Speaker. I would also like to thank all my family in Baker Lake, my wife and my sons, my parents, all of my extended family in Baker Lake and all the people of Baker Lake because they have assisted me greatly and they have advised me.

Mr. Speaker, I would especially like to thank the Premier very much for assisting me. I have great respect for him because he's got a hard job to do. I would also like to thank all my fellow members. They have assisted me greatly during the past four years here in the legislature.

There are a lot of people in the public in Iqaluit and Baker Lake who have assisted me. I would like to say "thank you" to them. The only way that I finished was when I had their assistance. I would also like to thank God for assisting us. When we experience hardship, he is always around to help us.

Mr. Speaker, those are the things that I wanted to talk about and I'm going to be very happy to be going home tomorrow. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Simailak. Members' Statements. Member for Iqaluit Centre, Mr. Tootoo.

Member's Statement 561 – 2(4): Reflections on Serving Two Terms in the Legislative Assembly

Mr. Tootoo: Thank you, Mr. Speaker. It is an honour to rise today on what's anticipated to be our final sitting day of the Second Legislative Assembly.

Mr. Speaker, it was almost 3,460 days ago, not that any of us were keeping track, that I joined you and the Members for Iqaluit East, Iqaluit West, Tununiq, Quttiktuq, Hudson Bay and South Baffin for the first sitting of the First Legislative Assembly on April 1, 1999.

In the nine and a half years since that historic day, we have spent a great deal of time in each other's company here in this Chamber. And some may think it's too much time.

An Hon. Member: Hear, hear.

Mr. Tootoo: We certainly have the hair loss to prove it.

Mr. Speaker, our first major sitting in the First Assembly was held on May 12, 1999. I still recall the nervousness and pride that I felt when I rose for the first time to make a statement. In fact, I still feel nervous doing that, Mr. Speaker.

In my first statement, I remarked and I will quote it:

"I share with the other Members the hopes that this assembly will be open, accountable, and accessible to the people of Nunavut and the goal of that is that this assembly helps people realize their dreams, at the same time, it also helps address the painful realities that many people face on a daily basis, like the lack of adequate housing and jobs, family violence, and other hardships. We're here to do a job, to get the job done."

Mr. Speaker, I continue to believe exactly that, and I believe that I have worked to the best of my abilities to do so.

Mr. Speaker, on that same day, I asked my first-ever question. As I recall, it was directed to Mr. Anawak, the former Minister of Community Government, Housing and Transportation on the issue of Nunavut's housing shortage.

At that time, I was very surprised that my question was taken as notice, but since then, Mr. Speaker, I have become very accustomed to that happening.

Mr. Speaker, I want to take this opportunity to express my personal appreciation to my children, family and the constituents of Iqaluit Centre for their support over the last decade.

Mr. Speaker, I would like to seek unanimous consent to conclude my statement.

Speaker (interpretation): Thank you, Mr. Tootoo. The member is seeking unanimous consent to conclude his statement. Are there any nays? There are no nays. Please proceed, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker.

As the Member for Iqaluit East so eloquently - but not expediently - said yesterday, the life of an elected politician brings unique challenges and pressures.

I believe that if your goal or our goal is simply to be popular and well-liked, you will fail in your duty to your constituents.

If you can't ask the tough questions because you're afraid of what the answers might be, or afraid to ruffle feathers, don't run for office.

If you're not willing to be candid with the public and acknowledge that hard choices and difficult times lie ahead, your place is elsewhere and not here in this honourable Chamber. Our constituents have entrusted us with the responsibility to be forthright and upfront with them. They should be and deserve to be told what they need to hear, which is not always what they want to hear.

Mr. Speaker, I have always had profound respect for the confidence that the constituents of Iqaluit Centre have placed in me.

When this House reconvenes later this year, there will be a mixture of familiar faces and new blood. I want to extend my best wishes to you, Mr. Speaker, and all Members of this House, regardless of what choices are made and what the immediate future brings.

Mr. Speaker, even though at times, I think one or two times, some of us have had disagreements over the years, but I really believe that each and every one of us in this Assembly and the last have all contributed strength to the whole. I think that that's something that's important to recognize, that everybody brings their own unique strength here and that's what's needed to keep things going.

Mr. Speaker, for my part, unlike a few other members here, I won't leave you or my constituents in suspense. I am pleased to take this opportunity to formally state that I will again be seeking the confidence of the residents of Iqaluit Centre.

I have had many conversations with members of the public here in Iqaluit and from across Nunavut in recent months. They have encouraged me to continue to speak out in this House on the issues that concern them here and across Nunavut.

They have told me that it is important for this community to have strong representation in the Legislative Assembly. I want to express my thanks to all those individuals who took the time to share their thoughts and concerns with me. I deeply appreciate their confidence.

Mr. Speaker, I look forward to a campaign that focuses on the real issues facing Iqaluit and Nunavut as a whole. I look forward to the public to whom we are ultimately accountable for having their say once again.

Mr. Speaker, before I go on, I would like to also acknowledge two individuals that are no longer here with us today, whose support I had in the past, even though one of them actually ran against me in the last election. The first one I would like to acknowledge is Mr. Hughie McLennan, who everyone knows is a political junkie, and his support and belief in the system and politics in general will always be remembered. And the other individual, Mr. Speaker, that I would like to acknowledge, after election, that did support me was Mr. Kevin McCormick, who recently passed away as well. I would like to acknowledge and thank them for the support that they gave me.

Mr. Speaker, I want to conclude today by reinforcing remarks made yesterday by my colleague opposite. Our work in this House would not be possible without the dedication and long hours put in by the officers and employees of the Legislative Assembly. Our interpreters, who are back there, each and every one of them and also the ones that aren't here for this sitting, ensure that we understand one another clearly and our staff ensures that we are well prepared for our sittings.

Also, Mr. Speaker, the people that you never see, they're here everyday and watching and listening to everything we say, and that's our technical and maintenance staff. I would like to thank them as well.

Mr. Speaker, I also want to pay tribute to the work that is done each and every day by our hard-working members of the public service to deliver essential programs to all of our constituents.

Mr. Speaker, I would also like to thank my Constituency Assistant, Amanda Ford-Rogers, for the work and dedication that she has shown while employed by me.

Mr. Speaker, I would also like to single out one individual who is keeping everyone hanging and just in case either of us isn't here next time around, I want to take this opportunity to acknowledge the hard work and dedication that the Member for Iqaluit East has put in since 1999 here to our Assembly.

He said it yesterday himself, he's here every day and he's noticeable, and if neither of us are here or if he's not here and I'm here, I will truly miss what I have enjoyed for the last almost decade of our fun debates that we've had here in the House and commentaries back and forth. I think we have been able to do that in a very respectful and professional manner, and I would like to thank him for always keeping it like that. It has been more enjoyable doing that.

Regardless of whatever decision he makes, I respect that decision and would also really like to say that the dedication and the hard work that he's put in here for our territory has not gone unnoticed and I appreciate it very much. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Tootoo. Member for Rankin Inlet South and Whale Cove, Ms. Brown.

Member's Statement 562 – 2(4): Thank You Residents of Rankin Inlet South and Whale Cove, and Colleagues

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I rise today when I first got elected in 2004, I was nervous when I was sitting over there. I just wanted to go under the table when it was my turn to speak but I passed that. I would like to thank my constituents, people who elected me in Rankin Inlet and Whale Cove. I have learned a lot since I have been here about the government system and I have witnessed when we have gone through difficult times.

I would like to thank the first members and all their staff, and all the staff, you, Mr. Speaker, Mr. Premier, Hunter Tootoo, and Mr. Ed. Picco. I probably omitted somebody, Levi. The people that were here at the First Assembly and Olayuk, they did a lot at their terms since I became a member.

I would like to thank my husband very much, who has supported me. (interpretation ends) I especially would like to thank my husband for giving me all the support that I needed. Even sometimes, I had to leave him to travel south for the F/P/Ts. I found those to be very hard work at times and sometimes very rewarding because we would often come back with some good news from our meetings down south with our counterparts.

My husband always stood by. You know that song that was sung by Tammy Wynette, it says, 'Stand by Your Man,' but I think today, in 2008, I would like a CD made by Mr. Ed. Picco, which would sing, 'Stand by Your Woman,' because this is what I feel about my husband. If you're listening, Ron, thank you so much for all you have done. I never have to cook.

Since 2004, since I have been elected to this House as your MLA from Rankin Inlet South and Whale Cove, and then as Cabinet Minister, I find that...

Mr. Speaker, could I please continue on with my speech? Thank you.

Speaker (interpretation): Thank you, Ms. Brown. The member is seeking unanimous consent to conclude her statement. Are there any nays? I believe there are no nays. Please proceed, Ms. Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I thank people very much, I wasn't going to say anything, but as I said, before I was elected, my hair was nice and dark, nice and brown, now, it's almost completely white. I'm only kidding. When I

came here, I also had white here because that's part of life. We are going to go through that.

For those people who believed in me, when I became a minister for 19 members when they selected me, I have learned a lot. I would like to thank the Premier very much because he always supported me, even though I was going through difficult times. A lot of times in our Cabinet meetings or FMBs, we might disagree, we still managed to go ahead and that's part of the work. Our work will not always be easy.

When my husband and I first came here, we got homesick because Iqaluit is such a big place and not too many people visit each other, but residents are very welcoming...

An Hon. Member: Hear, hear.

Hon. Levinia Brown (interpretation): ... and we talk to them anytime. I used to expect Mr. Tootoo, I would look out the window whenever we were at the Capital Suites, are you waiting us then, and I would say yes. I would be looking for him because Hunter would always come over and I thank him.

Our neighbours, Lena and Lodie Ipeelie, they are very nice people and they would come and visit to make sure that I was okay. Ed. Picco and Opah, their door was always open for us and I'm very thankful for that. I know that Ed. is willing to help. He helps the same way as we do, just so you will know.

My staff in Rankin Inlet, I would like to thank them first of all, Rita Nata, my CA, who helped me, thank you, and Amnanao Thomas Pittak, who is still my CA, thank you very much and in Whale Cove, Pat Inuapik, who was my CA, and Mary Kanayuk Rosie, who is now my CA, I thank you both.

As human beings, we all go through a hard time and being members, we all encounter hardships but we were able to overcome those. I am very proud of how you treat everybody the same. We came here in May 2004 and I would like to thank the government for providing us with housing. So I won't get so homesick, my daughter was with us and she met somebody, Chris Henderson, and they had a child.

There was Poxey Rosemary's son and the younger sister, Pasha, Levinia Igalak, who went to kindergarten at the time and decided to quit the same day. The mother asked her, "Why did you quit?" She said, "The teacher kept saying Levinia, we call her Nuka." She thought her name was Nuka, so she decided to quit but she went back. I'm very proud to say that they have another son who's called Uqaqti and another sister who called Qiliqti.

I am proud of everyone. Even though it might seem difficult, I want you to try. I'm going to run again. Just when I'm learning the ropes, my term is up. I'm going to run again, I'm stating that because I got questions from Rankin Inlet and Whale Cove. I thank every one of you. You are good people. Thank you.

>>Applause

Speaker (interpretation): Thank you, Ms. Brown. Item 3. Members' Statements. Member for Iqaluit West, Premier Okalik.

Member's Statement 563 – 2(4): Thanks to Constituents and the People of Nunavut

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I envy some and I don't envy others. I know for those people who are not running for re-election, they know what their future is like. For those of us who are running again, we are not sure what our future holds, so it will be up to the voters of what our future will be; we have to go with whom they select. We have to try and do what our constituents want. I am very happy to be able to serve them like that. It is not finished.

When I first ran, I stated that I wasn't going to do just the planning; I want to do the work all the way. I'll step down when I feel that I have finished what I have started. I'm going to continue doing that. Inuit employees in our government now and our language of Inuktitut will be protected. Very proud, I could feel my heart pounding, which you couldn't see.

I was brought up by my parents and I am thankful for them. I try and abide by what they said and what they went through, the hard times, and my parents taught me well. The same thing today, I try and do what they taught me. Even though we go through hardships, they brought me up well.

I am told by all Nunavummiut where things need to be improved or what we have to do. Even though I might feel at my lowest, my constituents help me. So I am very thankful to the residents of Iqaluit West. They advise me and support me, and they welcome me. Even though I am not originally from Iqaluit, the residents here have adopted me and they support me. I am eternally grateful for that because Iqalumiut are very welcoming. I thank everyone.

For those people who are running again, good luck and we will see you again. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Premier. Members' Statements. If there are no more, going to the Orders of the Day. Item 4. Returns to Oral Questions. If there are none, Item 5. Recognition of Visitors in the Gallery. Member for Cambridge Bay, Mr. Peterson.

Item 5: Recognition of Visitors in the Gallery

Mr. Peterson: Thank you, Mr. Speaker. These individuals aren't in the Gallery because they're in Cambridge Bay today. I have long said that it's very difficult for people from the Kitikmeot to come here, so I will send a message to them.

I would like to recognize Irene Amagonalak, Jean Anne Haniliak, and Eva Otokiak. These three ladies have been my constituency assistants for the last four and a half years, and I would like to tell them that I appreciate their support and hard work on my behalf. They keep me informed about what's happening back in Cambridge Bay when I'm over here. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Peterson. Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit Centre, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. As always, I would like to take this opportunity to recognize someone that's no stranger to the Members of this House, that's here in the Gallery, and that's Ms. Eva Onalik with Canadian Airlines... Canadian North, I'm sorry. I'm going back too far, aging myself.

Mr. Speaker, I would also like to take this opportunity to recognize three young constituents of mine that are here in the Gallery, two of whom participated in the Youth Parliament, and they are here as pages today. The first one is Mr. Keegan Mackey, sitting over here. I welcome him to the Gallery.

The other two are probably out getting water for members or delivering messages somewhere, and that's Duncan MacKay and he also participated in the Youth Parliament.

The other young individual that's here paging is a constituent of mine. I know he's probably no stranger to a lot of members here. His mother works upstairs on the second floor and that's young Mr. Jayko Akavak.

I would like to welcome them all to the Gallery. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Tootoo. Welcome to the Gallery. Item 5. Recognition of Visitors in the Gallery. Member for Iqaluit East, Mr. Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. I know it was a surprise that I didn't do a Member's Statement earlier and I believe that's one of the rare occasions that I didn't join with the members.

But I would like to make up for it right now by welcoming to the Gallery and indeed in the House, Mr. Thomas Ford-Rogers. Thomas is a resident of Apex, a constituent of mine. His mom works for Mr. Tootoo and does an excellent job on behalf and for the

Member for Iqaluit Centre. I would like to take this opportunity to welcome Thomas to the Gallery. (interpretation) Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Mr. Picco. Recognition of Visitors in the Gallery. Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I would like to recognize everyone. I would like to recognize our Sergeant-at-Arms as this is our last day. Simanek Kilabuk has done a great job protecting us in the House. The technicians that work very hard up there, George Metuq, and I thank all of them for their hard work and putting us on television. I also thank the interpreters as well. Thank you, Mr. Speaker.

>>Applause

Speaker (interpretation): Thank you, Premier. Recognition of Visitors in the Gallery. If there are no more, Item 6. Oral Questions. Member for Cambridge Bay, Mr. Peterson.

Item 6: Oral Questions

Question 684 – 2(4): New Funding to Attract Immigrants to Nunavut

Mr. Peterson: Thank you, Mr. Speaker. My question is for the Minister responsible for Immigration.

Mr. Speaker, I heard in the radio news earlier this month that Nunavut received a significant block of federal funding to attract immigrants to our territory. I was a bit surprised that the Government of Nunavut has not issued a press release announcing this good news. My question for the minister: would the minister inform the House specifically how the \$600,000 in new funding will be spent? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Peterson. Minister responsible for Multiculturalism, Homelessness and Immigration, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. The immigration money that we signed off has been a long time coming and indeed, Mr. Speaker, we have been working on this for the last couple of years and I am very pleased to say that the federal government has agreed to transfer about \$600,000 in total for immigration issues for Nunavut.

That money will be used to develop a portal, which is a web portal on the Internet, so people can see what Nunavut is all about and we would like to begin to target professionals to come to Nunavut. We want to see more doctors and nurses, and so on, those types of professions. Some of the money will also be used, Mr. Speaker, to help, for example, with acclimatization of Nunavut, familiarity with our culture in Nunavut, and indeed the culture of Canada, and so those monies will be multifaceted.

There was an announcement, Mr. Speaker, and indeed we actually announced it with the press release from our federal partner as well as from the Immigration Secretariat of the Government of Nunavut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for that answer. Mr. Speaker, indeed I had heard that the \$600,000 would be used for advertising and an Internet web portal. I thought that was rather expensive for a web portal, a very lucrative business indeed. I also understand, Mr. Speaker, that there is already Internet advertising for health professionals like doctors to come to Nunavut.

My question for the minister: would the minister clarify what other types of professionals will be actively recruited through the new program and were there any new positions will be specifically assigned to review applications and assist applicants through the hiring and immigration process to come to Nunavut? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. (interpretation ends) Minister responsible for Immigration, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. Just to back up a little bit on the clarification of the answer I gave and again, for the listening public and indeed for the House, when I say that the development of a portal on the Internet, I didn't mean to intend or imply that \$600,000 was just going to that.

I think if the *Hansard* is read tomorrow, you will see that I added in, there are also monies for settlements and when I say settlements, that's the acclimatization for new immigrants to Canada and indeed, for example, you need to have some language training. Some of the people who might be interested in coming to Canada may need some other social or cultural help to integrate into the Canadian fabric and indeed the Nunavut fabric, our culture and our situation here.

So those monies would be used for that. The money wouldn't come directly to the Government of Nunavut and we wouldn't be spending all of that money as a government. What we would look at is if there's an NGO on site, or a non-government operation, that would be able to look at facilitating some of this money for us expeditiously and be able to get that money out to the immigrant base.

Again, Mr. Speaker, this has been a couple of years in negotiation and we're quite pleased to join with the rest of the provinces and territories in Canada to access this money on behalf and for Nunavut. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for that clarification. Mr. Speaker, I support the minister's initiatives and applaud him for the work he has done on that initiative. I know many immigrants in Nunavut who are contributing greatly to our territory.

Mr. Speaker, years ago, professionals from specific countries were targeted for recruitment in the North. For example, British-trained nurses were highly sought after due to the skills they had particularly in obstetrics and midwifery that were very helpful in rural outpost settings. My question for the minister: would the minister update the House on whether any specific countries will be targeted for attracting immigrants to Nunavut? Thank you, Mr. Speaker.

Speaker: Thank you, Mr. Peterson. Minister responsible for Immigration, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. We have had some success in looking at accessing, for example, health care professionals from outside of Canada and indeed as we all know in the House here, you read on a regular basis and see on television, that there is a worldwide shortage of nurses as an example.

So we have targeted, for example, the Philippines, we have actually been to Australia and recruited outback nurses from Australia, as the members are familiar with, when the portal is set up and in place and the linkage is there for Nunavut, because it is the World Wide Web, Mr. Speaker, you will have an opportunity to have people from around the world looking at opportunities to come to Nunavut specifically.

In the past, when people wanted to come to Canada, they would necessarily go to Ontario, Alberta, and British Columbia. We feel, as the smallest jurisdiction in the country, here is an opportunity with these new dollars to be able to attract some of these professionals to Nunavut. What a great place to come and live, Mr. Speaker. We have a unique culture, we have a unique lifestyle, Mr. Speaker, and we are a small community, and I think there are a lot of people around the world who would like to enjoy that. So that's what the monies would be used for.

Also, Mr. Speaker, we do have some immigrants that are on the ground right now in Canada that are willing to come to Nunavut. We can use some of these monies also to help bring forward culture and be able to cultivate some of their needs on the ground in Nunavut, whether that's in Iqaluit, or Cambridge Bay, or what have you.

So hopefully that helps answer the member's question. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your final supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for that information and some background on where the Government of Nunavut has been recruiting nurses.

Mr. Speaker, there have been a number of initiatives to recruit professionals over the years, especially nurses, to Nunavut from overseas. I recall a few years ago, Australian nurses were recruited. I also recall when I was a Mayor in Cambridge Bay, there was an Australian nurse who was treated very poorly by the Government of Nunavut. She came to my office in tears and she went home, and I'm sure she spread the bad news about how she was treated.

More recently, Mr. Speaker, we've had nurses from India and the Philippines encouraged to come to Nunavut to work. I have heard also that some of these nurses have experienced some bad times. Some are telling me that they have been unsupported by the Government of Nunavut and in fact, I'm aware of many nurses who have left Nunavut.

So my question for the minister: can the minister inform the House if he has any initiatives that he's considering that would make the recruiting process more supportive and welcoming to Nunavut immigrants, particularly nurses? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. (interpretation ends) Minister responsible for Immigration, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. Let me say for the record and be very clear on this, if there are concerns raised by employees, we do have mechanisms in place to be able to deal with those concerns and indeed we have a collective agreement in place, and so on. Mr. Speaker, this government has just put forward probably one of the most lucrative salary and compensation package ever in the history of Canada for nurses and indeed it has been recognized across Canada as such.

Indeed, Mr. Speaker, we are very aggressively trying to recruit nurses and I know the member has had some concerns with staffing in his community. So let me say again for the record, that anyone, when they have issues like that, they should bring them forward so we can review them. I am familiar with a couple of those cases, and in that context, I know they have been rectified.

Mr. Speaker, quickly to answer the member's main question and again I appreciate the member raising the issue, these monies and the program, under the Immigration Secretariat, which consists of myself and the ADM of EIA in Ottawa, is to be able to put forward monies to be able to help acclimatize and provide programs and training. For example, maybe it's language programming training; maybe we would be able to help assist them so that they can pass their exams.

When a person is in the Philippines and would like to come to Canada, they think about going to Ontario, Alberta, or British Columbia and now, their opportunity is that we would be able to introduce and bring forward an opportunity to bring them here to Nunavut, and I think that's quite exciting.

So we do have some plans in place and we are working. I know, for example, we do have a meeting this week. We've had an NGO to be able to help facilitate this. We are not

trying to take jobs, for example, Mr. Speaker, from Nunavummiut. We're trying to bring in these positions that we need, especially in the professional area, and to help our communities. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for Rankin Inlet North, Mr. Curley.

Question 685 – 2(4): Landfill Sites in Nunavut

Mr. Curley (interpretation): Thank you. This question had been asked before to Minister of Community and Government Services. Is there going to be a plan put in place to get rid of the garbage in Nunavut communities? (interpretation ends) Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Community and Government Services, Minister Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I thank the member for the question. We, as a government, have a discussion in regard to removal of garbage in the north along with the Departments of Economic Development and Environment. There must be a plan in place to transport scrap metal and old vehicles down south. We have not done this very much but it's continuing. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. There was a response to a question here in this House by Honourable Appolina Manilak during the Youth Parliamentary. She stated that they would like to put a plan in place to get rid of garbage in Nunavut communities.

I wonder if the minister can respond to that as well because the Youth Parliament wanted to find out about getting rid of garbage in the communities, such as old batteries and old tires and bunch of plastic that get disposed here in Nunavut. I wonder if you can provide legislation to get rid of the garbage for Nunavut. (interpretation ends) Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Community and Government Services, Minister Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I don't want to take away the job from the Environment or the Economic Development Ministers, but this is being worked on. There's also a garbage disposal for a compactor place here in Iqaluit and Rankin Inlet. What they do is they crush the metal and compact it and ship it out by ship. There is a deputy minister from each department who are working to get rid of garbage.

I feel that this is a very important question and we're going to continue to work on it. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for Iqaluit Centre, Mr. Tootoo.

Question 686 – 2(4): Iqaluit Airport Master Plan

Mr. Tootoo: Thank you, Mr. Speaker. I would like to direct my question to the Minister responsible for Economic Development and Transportation.

Mr. Speaker, I was very pleased to hear his Minister's Statement yesterday in regard to the airport master plan. It is something that I have asked about even way back into the First Assembly.

Mr. Speaker, the minister indicated in his statement that the master plan that he tabled was done in 1999. It was also indicated that what was pointed out in that master plan, as far as predictions on the growth and how busy the airport has been, is something that has actually happened. He also indicated that as a result of this growth, it raises a number of concerns regarding safety and security. I know we've had a number of unfortunate incidents here over the last five or six years and so I'm glad that that's moving forward.

But, Mr. Speaker, in the report, one of the short-term development programs outlined there that were supposed to happen between 1999 and 2001, that's seven years ago, was the construction of a new air terminal building. I'm just wondering if the minister can give an indication of when that will happen. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. (interpretation ends) The Iqaluit Airport Master Plan recommends moving operations to Apron 1 to ensure regulatory compliance. As to when it will be implemented, it will be up to the new government and obviously, the federal government will have to come into play in terms of dollars assistance. Thank you.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. In the Minister's Statement, he indicates that they're going to be using that new apron that was paved last summer to offload many of the passengers and that they will be required to take a bus and go from over there all the way to the existing terminal to get their luggage and they have to check-in at the new terminal, then get on the bus, and then go down to get on their plane.

It's the same thing I said when the doors didn't work, I said, "Why don't they just fix this and build a terminal?" The minister indicated that it would be up to the federal government to come through with some dollars, but has he had discussions with his federal counterpart as to where this is on the radar with the federal government and is it a priority?

He had indicated that there are new regulatory issues related to it and it is an international airport. Could he indicate how much of a priority and what input that he's received or any information that he's received from his federal counterpart? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. The airport here in Iqaluit usually gets very crowded now. Almost every day, I believe there are about 80 landings. We want to get a bigger airport as soon as possible and we're constantly in communication with the federal government. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. Is it on their radar? Is it a priority for them to ensure that our airport meets the current regulations?

Having said that Mr. Speaker, part of the master plan, as it indicates, is to build a new terminal building. Has his department selected or are agreed upon whether it's the site options pointed out in the master plan as to where... Has his department determined and selected a site or location for that new facility whenever it gets built? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. The new airport terminal building that we're working on currently is to be situated at the north end of the new apron. That is to relieve the congestions where the current facilities are now. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your final supplementary, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I know if they're moving the terminal down there and they have selected a site, I'm sure that that's something that they have informed both major airlines. I know Canadian North had an unfortunate fire in their warehouse or their hangar and they lost, I would assume that both Canadian North and First Air would need to know where that location is if they want to plan on building any facilities that they would require in that new location.

Can the minister inform me if his officials have notified the two major carriers that fly out of there - Canadian North and First Air - of exactly where that location is so that they can plan for what they need to build? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Minister of Economic Development and Transportation, Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Speaker. We keep the major air carriers abreast of what we plan to do in terms of setting up the new air terminal building. I believe Canadian North is currently working on a new facility where we would like to establish the ATB. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Uqqummiut, Mr. Arreak.

Question 687 – 2(4): Will the Government of Nunavut Help Nunavummiut with Increasing Fuel Costs?

Mr. Arreak (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Finance.

The price of gas is increasing all the time and there doesn't seem to be an end in sight. It is very difficult for unemployed people, especially the hunters, and they support and help the communities by providing food.

In southern Canada, whenever farmers want assistance when they're going through a hard time or when they're having a hard time selling their products, they get assisted. I wonder if the territorial government has such funding as this for hunters. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I believe last year's fuel tax for hunters or fishermen were offered rebates last winter. This was initiated and it's to assist the hunters and the fishermen, and what we call for tourism industries and such, especially to be able to assist the hunters and fishermen. So they can get a rebate on fuel tax and that's what we have put in place, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Speaker. We know, I think the subsidy is a little over six cents per litre. When the price of fuel went up, it wasn't increased. I'm not asking about that subsidy.

What I'm asking about is that when... there should be a program that is available because those hunters and fishermen help the whole community. Is there any kind of plan to assist those? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. The government has assisted the hunters very much through the Harvesters Support Program through NTI and as government, we set aside funding for the hunters as well, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Speaker. I wasn't going to continue but I realized that they do have assistance for the hunters. Since everything costs so much now, there should be an increase in assistance. Are there any plans to further assist those hunters, yes or no? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): We are not just planning, we are actually doing that. I believe the Minister of Environment can answer further. As a government, we do assist the hunters a lot through NTI and the Department of Environment. We don't only plan but we actually help them already, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Hudson Bay, Mr. Kattuk.

Question 688 – 2(4): Safety of Airplanes used for Medical Travel

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I don't know which minister to direct this to. It was to hear that we're going to be getting three flights a week, which was very nice to hear.

It's not such a happy occasion anymore. To use an example, my mother usually has to go out for medical check-ups. She had said that she's getting scared and yesterday, they had mechanical problems. It's been going on too many times that the flight that goes down to Sanikiluaq that started in wintertime. The passengers on that flight are getting anxious and getting scared.

I wonder if the minister can check into as to why Kivalliq Air is contracted. Can the minister check to make sure that contract is being adhered to by this airline? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. Mr. Kattuk, if you can clarify to which minister you're posing your question to. Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I'll direct my question to the Minister of Health. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kattuk. It's up to you which minister you wish to pose your question to. It's not up me, even though I'm the Speaker. We will take a 20-minute break.

Sergeant-at-Arms.

>>House recessed at 15:34 and resumed at 15:59

Speaker (interpretation): Thank you for returning, Members. We will continue on from where we left off. Oral Questions. Response from the Minister of Executive and Intergovernmental Affairs, Mr. Premier.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I can't really answer this question but I would like to look into it and get back to the member.

When people who fly by air, there are mechanical problems that occur from time to time. We don't want to put anybody in danger to the people of Nunavut and I'm sure the airlines don't want to put people's lives in danger either. This is the case in Nunavut and in Sanikiluaq. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Your first supplementary, Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. I can't remember some of my questions, but the response by the Premier... There have been too many times that there have been mechanical problems with the airlines. Even if they don't want to go on the airline, they have no choice but to go on the airline because Kivalliq Air has been experiencing mechanical problems all the time lately.

I asked the Member from Repulse Bay and he told me that the people don't experience in Repulse Bay, but I have heard that Kivalliq Air has mechanical problems quite often. I would like to ask the Premier when he will look into that problem of Kivalliq Air having mechanical problems. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kattuk. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. I just wanted to find out how many times Kivalliq Air experienced mechanical problems. I have ridden on that airline before and they have to delay it because of mechanical problems.

I will get someone to look into this and I will be providing a report to the member because we don't want to put Nunavummiut in danger. We have no other choice. I will look into it and I will have someone do a report to respond to the member. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Your second supplementary, Mr. Kattuk.

Mr. Kattuk (interpretation): Thank you, Mr. Speaker. The people that are passengers in that airline are kind of nervous right now because of the mechanical problems being experienced. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Kattuk. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. Kivalliq Air operates independently and we have nothing to do with it. I will look into that and ask their headquarters and see what the problem have been, but I will get back to the member on that. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Oral Questions. Member for Rankin Inlet North, Mr. Curley.

Question 689 – 2(4): GN's New Public-Private Partnerships Policy

Mr. Curley (interpretation): Thank you, Mr. Speaker. My questions are for the Minister of Finance.

Yesterday in the House, I would also like to thank him for making a statement concerning the government's new policy on public-private partnerships. For the past four years, I have been a strong advocate for this approach to meeting our territory's capital and infrastructure needs. This is very important for the business. Can the minister indicate to the House what specific projects his department is currently looking at that might be undertaken as P3 projects? (interpretation ends) Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. There's usually a Request for Proposals and the government looks for people that want to do some construction.

Like I said, there's over \$1 million for that purpose and we look at all the RFPs to see which company would be the best to build the infrastructure. Under the Request for Proposals, we usually look at a company that might be able to do a construction job under the P3 Policy, Mr. Speaker.

Speaker (interpretation): Thank you, Minister Tapardjuk. Your first supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. I guess there has been an idea whereby the P3 Committee had met to evaluate proposals in regard to public-private partnerships to build something under P3. When will we be expecting to hear from the

minister in regard to the Requests for Proposals to build infrastructure or buildings in Nunavut? Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. This process just got approval from the Executive Council on August 28. For the Request for Proposal to continue, we are going to have to find out about the principles as well. The private companies and the government will have to meet to find out how they are going to operate or how they are going to run this.

I'm sure that if there's an RFP in the near future, the committee will be looking at what it will involve or evaluate the proposal and we will be constructing buildings under a public-private partnership arrangement, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you. I would like to thank the minister for his response. There are three deputy ministers who do the evaluation of proposals. Can the minister indicate which department will be the lead department in this regard to hear from the private companies who wish to be involved with the P3 Policy? (interpretation ends) Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): The people who deal with contracts would be the lead department. Of course, the Department of Finance will be involved in regard to those contracts and we will be assisting the other department on that, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your final supplementary, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. Reading the material is very interesting and it's quite lengthy, and I don't think people will be able to understand just over the telephone. I wonder if the minister can inform the contracting department to send it out as an information item so that it will go to the public and be fully informed of this new policy. (interpretation ends) Thank you.

Speaker (interpretation): Thank you, Mr. Curley. Minister of Finance, Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. Yes, I can commit to that. The Minister of Community and Government Services and I can keep Nunavummiut informed. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Item 6. Oral Questions. Member for Tununiq, Mr. Arvaluk.

Question 690 – 2(4): When Can Pond Inlet HTO Expect a Response to a Letter Written April 30, 2008?

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. My question is for the Minister of Environment.

I have been told by the Pond Inlet Hunters and Trappers Organization, April 30, 2008, and they informed me that they still haven't received a response. Can the minister tell me why they haven't responded yet to the Pond Inlet Hunters and Trappers Organization? Thank you.

Speaker (interpretation): Thank you, Mr. Arvaluk. Minister of Environment, Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you. I will be able to answer only if I know which correspondence it is, and I tell my staff that to answer, to give response to the correspondence that we get. We try and respond to correspondence in a timely manner. So I'll check into this further and once I know, then I'll let the member know. Thank you.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. I wonder if the minister can respond. When the minister makes a response, I would like a copy of the correspondence. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arvaluk. Minister of Environment, Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. I will be very interested to know which correspondence he is talking about and once I respond, I'll give him a copy. Thank you.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Arviat, Mr. Alagalak.

Question 691 – 2(4): When Will Arviat Get a Gravel Crusher?

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. I would like to direct my question to the Minister of Community and Government Services and perhaps the Minister of Transportation might want to add on.

Mr. Speaker, as you are probably aware, every year in the spring, the hamlet has all these problems with the airstrip because it gets soft and the crushed sand that was made

available, we don't have sand anymore and we were told that they were going to bring in a crusher.

As soon as it starts melting next spring, there will be planes that are stuck because the strip gets too soft. It's now fall and we have yet to see the crusher and we haven't been advised. Does the minister know? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Alagalak. Minister of Community and Government Services, Minister Brown. My apologies, I'll have the Minister of Transportation respond. Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. This is the first time that this situation is like this every spring and we haven't been told. I personally have never been told about this, so I'll have to check into this further and get back to the member. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you. Since last spring, in the Kivalliq, in our community, there's a crusher that will be transported to every community and they were going to bring it to Arviat. They tried all kinds of gravel because we don't have proper gravel in Arviat, so they were going to bring in the crusher. I wonder if your department can check into this situation to see if it can be shipped in the summertime so that they will be prepared for the following spring. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Alagalak. Minister of Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. We work with members and we want to be informed of the problems that they have in their communities. I will get my officials to check into this. Thank you.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. We only have one day left of our working day. We hear often that the officials work very hard and a lot of times, they can come up with solutions. Can the minister advise me of the report or how soon can they make the equipment available? Can he write a correspondence to the hamlet and to me? They can usually make plans and our hamlet needs to get some gravel for our strip as soon as possible. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Alagalak. Minister of Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. I will check with my officials and get more information in regard to that. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Uqqummiut, Mr. Arreak.

Question 692 – 2(4): When Can We Expect a Docking Facility in Qikiqtarjuaq and Clyde River?

Mr. Arreak (interpretation): Thank you, Mr. Speaker. My question is directed to the Minister of Transportation.

Over four years ago, during my campaign, before I was elected, I expected about docking facilities and I have brought this up numerous times when they will start constructing. Clyde River and Qikiqtarjuaq were also included. Clyde River, Qikiqtarjuaq, and other communities, once they construct docking facilities, this would make life a lot easier in the communities, it would produce jobs... (interpretation ends) ... it will improve the quality of life in my community.

(interpretation) If plan A is not going ahead, does the government have a plan B? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. Minister of Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. Qikiqtarjuaq was included with the seven communities that will get docking facilities, but we all know that it's going to be funded from the federal government. The federal government funded Pangnirtung but we have asked the federal government that the other communities definitely need docking facilities. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Speaker. Since plan A didn't go ahead when they were relying on the federal government and if this doesn't go through, then do we expect anything at all? Do we expect any docking facilities in the communities? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. Minister of Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. The communities were requesting only \$45 million from the federal government. If they're not going to produce the funding, maybe the new government will be able to look at the capital appropriation and let us pick whether to have docking facilities or to build the cultural school. If the

federal government will not come up with the money, that's what we will have to do. Thank you.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Arreak.

Mr. Arreak (interpretation): Thank you, Mr. Speaker. You shouldn't be thinking like that, minister. He can say only \$45 million. We're expecting this from the federal government because the territorial government keeps saying that they are negotiating with the federal government. We're expecting something.

In order to get an answer for my question, if the federal government is not doing anything, will the Government of Nunavut initiate something? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. Minister of Transportation, Minister Netser.

Hon. Patterk Netser (interpretation): Thank you, Mr. Speaker. Our term is up and we will no longer be a government. So the next government will have to consider as to which way they want to go with the docking facilities in the communities. Thank you.

Speaker (interpretation): Thank you, Minister. Oral Questions. Member for Cambridge Bay, Mr. Peterson.

Question 693 – 2(4): Construction of a New Nunavut Arctic College Campus for Cambridge Bay

Mr. Peterson: Thank you, Mr. Speaker. My question is for the Minister of Education.

Mr. Speaker, earlier this week, I questioned the minister about construction of a new Nunavut Arctic College Campus in Cambridge Bay. In the past, the minister has stated that this is a priority project for Cambridge Bay and the Kitikmeot. The other day, the minister mentioned that a new 5,000 square foot mine training facility will be constructed by 2010.

My question for the minister: can the minister explain to the House how the 5,000 square foot mine training facility will tie in with the new Nunavut Arctic College Campus in Cambridge Bay? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. I would like to thank the member for his question. Mr. Speaker, very quickly, we see the new facility that we're attempting to put on the ground and in place in Cambridge Bay as a complement to the expansion of the Nunavut Arctic College in the community.

Indeed, the member has been very strong as an advocate for Cambridge Bay for a new campus in the community and I would like to take this opportunity to thank him for his good work on behalf of the community as well as the campus.

What we see happening, Mr. Speaker, is that this new building would probably be the genesis or the foundation, as it were, of a new campus in the community. Part of the plan would be to make sure that the building is expandable, meaning we would be able to add to it as we move into a format for a new campus for Nunavut Arctic College in Cambridge Bay. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your first supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for that clarification. Mr. Speaker, earlier this year, on February 21, I asked the minister and he said, "... we have an opportunity to review the Five-Year Capital Plan and see what monies we can move around, we'll be able to look at projects like the Coral Harbour school and the campus in Cambridge Bay."

My question for the minister relates to moving the money around. I understand that the federal government signed an agreement with the Government of Nunavut for the Building Canada Infrastructure Fund that allowed the government to move monies around.

So my question for the minister: could he clarify again or tell the House what stage of planning the new Nunavut Arctic College Campus is at? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. The Building Canada Fund, or the BCF, was well welcomed by the Government of Nunavut and indeed it has given us a little bit of a luxury of being able to move around certain projects in our Five-Year Capital Plan. Instead of having to use direct GN money, we would be able to access the Building Canada Fund. And that's the case with what we're looking at in Cambridge Bay.

We believe that this new building, which we have approved about \$300,000 at FMB to look at the design and build of a building in Cambridge Bay, once that progress continues through the spring and hopefully with construction next fall, should be completed then by 2010-11.

The Five-Year Capital Plan will be coming into place which has the Nunavut Arctic College Campus on it. As I said earlier, the plan would be to relocate the brand new building and then be able to add on to that building and actually have a formidable campus in Cambridge Bay.

Again, we will make sure that the Hamlet of Cambridge Bay and indeed the residents are kept up to date, and that will happen this spring once we have the RFP complete for the other building and facility. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your second supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for indicating that the project continues to have a high priority within the Government of Nunavut and that is indeed on the Five-Year Capital Plan.

My question for the minister: could the minister indicate to the House if a site has been selected in Cambridge Bay for the new Nunavut Arctic College Campus? Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. Right now, we're looking at a couple of options in Cambridge Bay to see where we would locate the new campus building, which is what we have been talking about, it's an extra \$300,000.

It's a bit of an embarrassment that we have a campus in Cambridge Bay consisting of various older buildings. There are two, or three, or more buildings that are being used for offices, and so on. The whole idea is, like we have done in Rankin Inlet, like what we have here in Iqaluit, we would like to have in Cambridge Bay, where you have one building and a campus. So that's the direction that we're moving in.

We haven't finalized the site yet, so I don't want to comment on that right now. What I can say is that we have looked at a couple of alternatives that has to be done in conjunction with the Hamlet of Cambridge Bay and that's the process that is underway. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Your final supplementary, Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I thank the minister for that information. Mr. Speaker, over the years, in the capital planning process, we have learned that the capital projects are becoming very expensive and causing delays.

I'm wondering if the minister's department, working with the Department of Community and Government Services, has taken into consideration the high costs of constructing facilities like that and if they're looking at alternative ways to finance the Nunavut Arctic College Campus in Cambridge Bay. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Peterson. Minister of Education, Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Speaker. Let me say very quickly and very expeditiously that Minister Brown has been working really hard within CGS to ascertain how we can bring those prices for some of our capital projects down. Indeed, we have seen this across Canada where programs and capital projects are coming in 30 to 40 percent over budget, Mr. Speaker. So I think that we have been working on that process.

We believe we will have the funds available to be able to facilitate the new building in Cambridge Bay. Again, with the yeoman service that's being put forward by Mr. Peterson for the people of Cambridge Bay, in the next Assembly in the New Year, I'm sure that the people will be able to look forward to those allocated dollars at that time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister and Members. Question Period is now over. Moving on with the Orders of the Day. Item 7. Written Questions. If there are none, Item 8. Returns to Written Questions. Item 9. Petitions. Item 10. Reports of Standing and Special Committees. Item 11. Reports of Committees on the Review of Bills. Item 12. Tabling of Documents. Minister of Executive and Intergovernmental Affairs, Premier Okalik.

Item 12: Tabled Documents

Tabled Document 300 – 2(4): Shared Directional Statement 2008-2009 - GN Minister of Justice and Nunavut Commanding Officer RCMP

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) This document is further to my colleague for Cambridge Bay's inquiries.

I am pleased to table the following document:

- Nunavut Minister of Justice's and the Nunavut Commanding Officer's Shared Directional Statement for the RCMP, 2008-2009.

(interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Premier. Can we have that document brought forward to the table, please.

Thank you. Tabling of Documents. Minister of Human Resources, Minister Barnabas.

Tabled Document 301 – 2(4): Inuit Employment Plan 2004-2008 Final Report

Hon. Levi Barnabas (interpretation): Thank you, Mr. Speaker. I am pleased to table the following document:

- Inuit Employment Plan Final Report 2004-2008.

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Can we have that document brought forward to the table, please.

Item 12. Tabling of Documents. Member for Arviat, Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. I would like to return to Item 5. Thank you.

Speaker (interpretation): Perhaps you can ask that question once we are finished with Tabling of Documents. Tabling of Documents. Minister of Economic Development and Transportation and Minister responsible for the Housing Corporation, Minister Netser.

Tabled Document 302 – 2(4): GN Response to the Report on the Review of the 2007 Report of the Auditor General on the Nunavut Business Credit Corporation

Tabled Document 303 – 2(4): Nunavut Housing Corporation Annual Report 2006-2007 Award Winning Design

Tabled Document 304 – 2(4): Nunavut Development Corporation Annual Report 2007/08

Hon. Patterk Netser: Mr. Speaker, thank you. I am pleased to table three documents. The first one is the response to the Standing Committee on Government Operations and Accountability Report on the Review of the 2007 Report of the Auditor General of Canada on NBCC; and also, the Nunavut Housing Corporation Annual Report for 2006-2007; and also, the Nunavut Development Corporation's Annual Report for 2007-2008. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Can we have those documents brought forward to the table, please.

Thank you. Item 12. Tabling of Documents. Minister of Finance and Culture, Language, Elders and Youth, Minister Tapardjuk.

Tabled Document 305 – 2(4): Titiraliritti!

Tabled Document 306 – 2(4): Inuit Qaujimaqatungit Katimajit Report on Activities 2004-2008

Tabled Document 307 – 2(4): Inuit Language Protection Act – Coming into Force

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I have three documents to table. The first one is:

- Titiraliritti, a book of winning stories in Inuktitut and Inuinnaqtun.

And Mr. Speaker, I am please to table the following document:

- *Inuit Qaujimajatuqangit Katimajit's* Report on Activism 2004-2008.

And the third document that I would like to table is regarding Bill 7. During our detailed review of Bill 7, *Inuit Language Protection Act*, the members requested that I provided plain language coming into force sections under 49. I am now tabling the coming into force of various sections and parts of the legislation appearing under clause 49. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. Can we have those documents brought forward to the table, please.

Item 12. Tabling of Documents. Member for Iqaluit Centre, Mr. Tootoo.

Tabled Document 308 – 2(4): Tusaqtuut Group Position Paper: Inuit Qaujimajatuqangit

Mr. Tootoo: Thank you, Mr. Speaker. I wish to table today a copy of a position paper from the Tusaqtuut Group. This organization is working to collect and compile traditional Inuit knowledge and I encourage all members and Cabinet Ministers to review this document with care. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. Can we have that document brought forward to the table, please.

Item 12. Tabling of Documents. Minister of Education and Income Support, Minister Picco.

Tabled Document 309 – 2(4): Schedule for the Student Loan Fund for the Year Ending March 31, 2008

Hon. Ed. Picco: Thank you, Mr. Speaker. It gives me great pleasure to be able to table the following document:

- Student Loan Fund 2007-2008.

Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. (interpretation ends) Can we have that document brought forward to the table, please.

(interpretation) Item 12. Tabling of Documents. Members, I have some documents to table.

Tabled Document 310 – 2(4): Supplementary Retiring Allowances Fund Financial Statements March 31, 2008

Tabled Document 311 – 2(4): Legislative Assembly Retiring Allowances Fund Financial Statements March 31, 2008

Tabled Document 312 – 2(4): Pension Administration Report March 31, 2008

(interpretation ends) Members, as required by the *Supplementary Retiring Allowances Act*, I wish to table today the audited financial statements of the Supplementary Retiring Allowances Fund for the fiscal year ending March 31, 2008. Thank you.

And also, members, as required by the *Legislative Assembly Retiring Allowances Act...* just give me a second, please. (interpretation) Thank you. We had a problem with the order of our documents.

(interpretation ends) As required by the *Legislative Assembly Retiring Allowances Act*, I wish to table today the audited financial statements of the Retiring Allowances Fund for the fiscal year ending March 31, 2008.

And also, as required by the *Legislative Assembly Retiring Allowances Act* and the *Supplementary Retiring Allowances Act*, I wish to table today the pension administration report for the fiscal year ending March 31, 2008.

(interpretation) Thank you. Going back to the Orders of the Day. Item 13. Notices of Motions. Item 14. Notices of Motions for First Reading of Bills. I'm sorry; I was going to allow Mr. Alagalak to ask to go back to an item.

Revert to Item 5: Recognition of Visitors in the Gallery

Mr. Alagalak (interpretation): Thank you, Mr. Speaker. I would like to recognize someone from Arviat, Brian Aglukark, who is in the Gallery. Please welcome him. Thank you.

>>Applause

Speaker (interpretation): Thank you, Mr. Alagalak. I'm sorry that I omitted to get back to Item 5. Welcome to the Gallery. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Speaker. I would like to take this opportunity to welcome one of my constituents to the Gallery. It's not very often I get to recognize a Kitikmeot resident in the Gallery and I would like to recognize Ms. Bernice Lyall. Bernice is here for the next eight weeks for training. I would like to ask the people of Iqaluit to extend

the same kindness to Bernice while she's here that they have extended to me over the last four and a half years. Welcome to the Gallery, Bernice. Thank you.

>>*Applause*

Speaker (interpretation): Thank you. (interpretation ends) Welcome to the Gallery. (interpretation) Item 15. Motions. Member for Rankin Inlet North, Mr. Curley.

Item 15: Motions

Mr. Curley (interpretation): Thank you, Mr. Speaker. I seek the unanimous consent of this House to deal today with the motion for which I gave notice yesterday. Thank you.

Speaker (interpretation): Thank you. Mr. Curley is seeking unanimous consent to deal with his motion today. Are there any nays? There are no nays. Mr. Curley.

Motion 046 – 2(4): Comprehensive Audit of the Government of Nunavut's Evaluation and Award Process in relation to RFP 2007-52: Standing Offer Agreement for Medical Travel on Scheduled Airlines

Mr. Curley (interpretation): Thank you, Mr. Speaker. (interpretation ends)

WHEREAS Tabled Document 216 – 2(4), *Government of Nunavut Request for Proposals for Standing Offer Agreement for Medical Travel on Scheduled Airlines*, was tabled in the Legislative Assembly on March 12, 2008, and subsequently referred to the Committee of the Whole for consideration;

AND WHEREAS Members of this House, during their scrutiny of the Tabled Document, raised a number of questions and concerns with respect to the Government of Nunavut's evaluation and award process in relation to this Request for Proposals;

AND WHEREAS a significant portion of the annual budget of the Government of Nunavut's Department of Health and Social Services is allocated for medical travel;

NOW THEREFORE I MOVE, seconded by the Honourable Member for Baker Lake, that the Legislative Assembly recommends that the Executive Council of Nunavut, pursuant to section 47 of the *Nunavut Act*, advise the Commissioner of Nunavut to request the Auditor General of Canada to undertake a comprehensive audit of the Government of Nunavut's evaluation and award process in relation to RFP 2007-52: *Standing Offer Agreement for Medical Travel on Scheduled Airlines*, and report thereon to the Legislative Assembly as soon as practicable. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Curley. The motion is in order. To the motion. Member for Rankin Inlet North, Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Speaker. I would just like to say a few words to the motion. The recommendation, we know that the Auditor General starts, but in the House, we can say we can't compel her to do it but she will probably understand that the process that was used is not adequate.

I can say, Mr. Speaker, the Request for Proposals on air travel, there was concern on Inuit ownership, which we heard from Community and Government Services and the Department of Health of the Inuit ownership because the NNI Policy applies.

But I can say in the Keewatin, as the Member for Hudson Bay stated, Kivalliq Air, it's not an Inuit firm. And Calm Air in the Kivalliq, 65 percent will use medical patients to transport to Winnipeg and there isn't even one penny of it owned by Inuit. What we're thinking is that the government seems to be abusing the NNI Policy. They keep insisting that they give the contracts to Inuit owned firms, but none of those firms are owned by Inuit.

(interpretation ends) In my view, Mr. Speaker, I believe I used the word the other day, I believe in my conviction that the process was questionable. It may have been flawed in that regard, therefore, it needs to be looked at fairly with an objective evaluation. That's all I'm calling for, Mr. Speaker, and I would urge all of you, in order to be transparent and fair for Nunavummiut, that you're obligated, in my view, to vote in support of this motion. Thank you.

Speaker (interpretation): Thank you, Mr. Curley. (interpretation ends) To the motion. (interpretation) Minister of Community and Government Services, Minister Brown.

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. This was dealt with openly.

(interpretation ends) Mr. Speaker, under my leadership, this House has asked that the contract procedures in process be followed to ensure that there is a fair competition and allow for anyone to bid for government contracts. Over the past three years, Mr. Speaker, I have worked very hard to ensure that the process is sound. I am confident, if the review is to go ahead, that it will be validated.

Mr. Speaker, I find myself in a difficult position to support the review as I know, Mr. Speaker, that my department has implemented all the processes that we have been mandated to follow. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. (interpretation ends) To the motion. (interpretation) Member for Iqaluit Centre, Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Speaker. I would like to speak in favour of the motion. I'm not, in any way, questioning, as Minister Brown indicated, the integrity of the process that her department followed.

However, given the nature of the questioning and concerns that had been raised over the last number of months in relation to this, I think it would be good to benefit from a thorough third party look at it. If there are areas of concern that could be identified, then improvements can be made to ensure that there is no way to allow any questions or concerns like this to happen again in the future. I think it can't do anything but help to improve on the process.

For that reason, I would support that and like my colleague said, I would expect the government, as Minister Brown has indicated that they have nothing to hide, to support it as well. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Tootoo. (interpretation ends) To the motion. (interpretation) I don't have any more names on my list. I would like to ask the mover if he has any last reply. Mr. Curley.

Mr. Curley: Thank you, Mr. Speaker. I would only like to thank those that are supporting the motion. I think it's only fair that we ask for transparency and the only way that we're going to see that is through an independent review of this process and that's what the motion is calling for. I will be asking for a recorded vote on this. Thank you.

Speaker (interpretation): Thank you. (interpretation ends) A recorded vote has been requested and the procedure that we will follow: first, for the votes, I will ask people to stand in favour and then those who oppose. First, all those in favour, please stand and sit when I call your name.

Mr. Curley.

Mr. Arvaluk.

Mr. Arreak.

Mr. Mapsalak.

Mr. Alagalak.

Mr. Peterson.

Mr. Kattuk.

Mr. Tootoo.

Mr. Simailak.

All those opposed, please stand and sit when I call your name. All those abstaining, please stand and sit when I call your name.

Mr. Barnabas.

Mr. Picco.

Mr. Tapardjuk.

Mr. Okalik.

Ms. Brown.

Mr. Netser.

Mr. Akesuk.

Thank you. The results: for, nine; against, zero; abstentions, seven. The motion is carried.

>>Applause

Speaker (interpretation): Going back to the Orders of the Day. Item 15. Motions. If there are none, Item 16. First Reading of Bills. If there are none, Item 17. Second Reading of Bills. Item 18. Consideration in Committee of the Whole of Bills and Other Matters. Bills 20, 21, 40, 41, and 43.

With the authority provided to me by Motion 4 – 2(4), the Committee of the Whole will stay in session until it reports itself out. I would like to ask Mr. Arreak, the Chair, to sit at the table and then you will proceed directly into Committee of the Whole.

Sergeant-at-Arms.

>>House recessed at 16:52 and Committee commenced at 16:56

Item 18: Consideration in Committee of the Whole of Bills and Other Matters

Chairman (Mr. Arreak)(interpretation): I would like to call the committee meeting to order. In Committee of the Whole, we have the following items to deal with: Bills 20, 21, 40, 41, and 43. What is the wish of the committee? Mr. Mapsalak.

Mr. Mapsalak: Thank you, Mr. Chairman. We wish to commence our review of Bill 40, followed by Bills 41, 43, 20, and 21. Thank you, Mr. Chairman.

Chairman (interpretation): Does the committee agree that we first deal with Bill 40?

Some Members: Agreed.

Bill 40 – An Act to Amend the Revolving Funds Act – Consideration in Committee

Chairman: I would now like to ask the Minister of Finance, Minister Tapardjuk, to make his opening remarks. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. Good day, Mr. Chairman and Members.

Because of escalating fuel prices, the current legislative limits of the Petroleum Products Revolving Fund (PPRF) and the Petroleum Products Stabilization Fund (PPSF) are no longer adequate. As such, *An Act to Amend the Revolving Funds Act* will update the legislative limits of the Petroleum Products Revolving Fund and the Petroleum Products Stabilization Fund to appropriate amounts.

The legislative limit of the PPRF will increase to \$200 million from its existing legislative limit of \$150 million, while the PPSF will move from plus/minus \$5 million to plus/minus \$10 million.

The PPRF and the PPSF are used by the Petroleum Products Division (PPD) of the Department of Community and Government Services to cash flow the purchase of the annual fuel resupply. In other words, funds are used initially by PPD to purchase the annual fuel resupply, which causes an outflow of cash. Subsequently, as fuel purchases by consumers occur, an inflow of cash happens. This should ultimately balance out the cash position, provided that fuel prices are adequate to reflect any increases in purchase costs.

Mr. Chairman, this concludes my opening comments. I would be pleased to answer any questions that members may have, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Minister, do you have witnesses that you would like to bring to the witness table? Minister.

Hon. Louis Tapardjuk (interpretation): Yes, please.

Chairman (interpretation): Thank you. Does the committee agree to bring in the witnesses?

Some Members: Agreed.

Chairman (interpretation): Sergeant-at-Arms, please escort the witnesses in.

Minister, for the record, please introduce your witnesses. Minister.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. To my left is Peter Ma, Deputy Minister of Finance, and to my right is David Akeeagok, the Deputy Minister of Community and Government Services.

Chairman (interpretation): Thank you. Does the Chair of the Standing Committee on Infrastructure, Housing and Economic Development have any opening comments? Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. As Chair of the Legislative Assembly's Standing Committee on Infrastructure, Housing and Economic Development, I would like to make some brief opening comments concerning the standing committee's review of Bill 40, *An Act to Amend the Revolving Funds Act*.

The standing committee recognizes that the intent of Bill 40 is to ensure that adequate funds exist for the bulk purchase and transportation of fuel to Nunavut communities.

Bill 40 proposes to increase the authorized limit of the Petroleum Products Revolving Fund to \$200 million. This is a significant increase from April 1, 1999, when the limit was \$55 million. As members will recall, the limit was increased to \$150 million just two years ago when the House approved Bill 19.

At that time, members expressed concerns with respect to the rising world price of oil. Committee members urged the minister to find innovative ways to minimize the impact of increases on Nunavummiut. Although the government subsequently introduced a new fuel hedging strategy, members have been given to understand that concerns related to the risk of this approach have resulted in the government's reconsideration of the strategy.

As chair of the standing committee, I have ongoing concerns related to the government's methodology for setting fuel prices in Nunavut. I believe that this is an issue that would benefit from a comprehensive review by the Third Assembly.

Mr. Chairman, this concludes my opening remarks, although I can go on if you allow me. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Curley. I don't want you to go on and on.

>> *Laughter*

Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have ten minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken. Are there any general comments? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Very briefly, just to supplement what Mr. Curley said, sometimes it gets scary because the funding that we get is limited and if the oil prices went way up, as it is now, all we could be left with is to buy fuel and maybe put a hold on infrastructure that we have to do. That's where it gets scary and that's why we have to deal with it as soon as possible.

The Power Corporation's plan for hydroelectric power... those will have to be reviewed. Nunavut lacks infrastructure because the assistance we get from the federal government is not enough.

When people ask: who owns the High Arctic, the Canadians or not? The federal government has to look after the people living in those areas and realize that these are the people who are looking after part of Canada. Those are the things that must be considered.

Even with those things to be considered, we go through a very difficult time because the cost of electricity is very high and I'm happy to say that Bill 40 will limit the prices to the consumers in Nunavut. With the increase, it will mitigate the effect of the prices. I will be in support of the motion. Thank you, Mr. Chairman.

Chairman: Thank you. I have no more names on my list for general comments. We will now proceed with the clause-by-clause review of Bill 40. Mr. Curley.

Mr. Curley: Mr. Chairman, I probably can do it at clause 1, I have a question to the minister later. Thank you.

Chairman: Thank you. Bill 40, *An Act to Amend the Revolving Funds Act*. Clause 1. Mr. Curley.

Mr. Curley: Thank you. (interpretation) Mr. Chairman, we're increasing the fund, we read that it's at \$150 million and it will go up to \$250 million. For our audience, I want them to understand if I can get an answer that it will increase it to \$200 million and it could be plus or minus \$10 million, then it might go up to \$210 million.

I have been raising questions during committee meetings when you appeared before us that the government and housing are the largest users. If it goes up to \$210 million, can you tell me, in terms of percentages, how much they will use only for the government? Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Maybe about 80 percent of that is used for the government, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Mr. Curley.

Mr. Curley (interpretation): So if there's only \$100 of fuel bought for Nunavut, \$80 of that is bought by the government and \$20 is left for homeowners, hunters, and ordinary people. I fail to understand why, when you're to purchase \$80 million, the unemployed people have to pay for the price at the pumps. (interpretation ends) Thank you.

Chairman (interpretation): Thank you, Mr. Curley. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you. It's very clear if we were to see oil in I believe it was 2003. In 2003, we purchased 135,207,555 litres of aviation fuel and in 2007, we purchased 170,133,500 litres. If we were to see that, if the government purchases only for some new housing or power plants, and if we ordered just for us and others bought for themselves, I'm pretty sure it would cost more. Once we purchase in bulk, then it's cheaper by the volume.

To assist the hunters, if the government were to purchase only for their own use, if a contractor or private company bought their own, the price would be much higher, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Mr. Curley.

Mr. Curley (interpretation): I thank the minister. You mentioned at our committee meeting that world prices must be monitored continuously. Once we buy it before it's shipped, what I think is that the government has enough money to buy it wholesale because I think the federal government and the Nunavut government should be able to buy petroleum products wholesale. Instead of giving it to all of Nunavut or housing, if the government pays for it, then the people who use different fuels can pay for it at the pumps.

You shouldn't include the government's share. If our population increases by 100 percent, then it would double the cost. For that reason, this needs to be considered by the new government. Even though the government has some funding, they pass it on to the people who don't have any. For that reason, I urge you to give this more consideration. Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): We try and look at some ways of how we can buy the fuel the cheapest way. We are in full agreement to try how we can improve it.

I want you to know that the government is not making any money at all. We pay for the costs, fuel freight, storage, and the contractors. They're all included in there. We don't put any mark up to make money but we're trying to find out how the homeowners or hunters can best benefit or how they can be less impacted from those, Mr. Chairman.

Chairman: Thank you, Minister. Clause 1. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. I want to ask the minister in regard to the increase in fuel prices. It's clear that annually, the people who are responsible at the pumps need their staff and in some communities, they need more staff. Sometimes they create a position or part-time positions.

Has the minister considered how they can assist where the price of fuel is the same all over? Up in the High Arctic, we bought fuel and it costs a lot more. I don't know if it's maybe because of the distance. I have known about two communities, there are probably a few more communities, that are affected and the prices differ a lot. Their contractors even think it's expensive. There's no other way but to buy it. I wonder if this has been considered by your department that if this can be looked after by the PPD. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. I will ask the Deputy Minister of Petroleum Products Division to respond to that question, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Mr. Akeeagok.

Mr. Akeeagok (interpretation): Thank you, Mr. Chairman. We review those things all the time and we have different contractors in the communities. We put together a list of people in each community and some communities cost more than others. We could review how much if the price could be less so we could make the cost the same in all of Nunavut communities. If I understood the question, we try to make the price uniform in each community. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. Although it's that way, the hunters are the ones that don't make very much money. Like the Member for Hudson Bay stated yesterday or a couple of days ago, there's no one out hunting in the boats because they don't have any money for gasoline. The price was also raised not too long ago even though the price of gasoline was not that high.

Although this is the case, we cannot control the price of petroleum products when we have to follow the world prices. We noticed last fall that the government planned on raising prices. Is there a way whereby they could lower the prices for the hunters?

Some people get tax rebates perhaps in the amount of \$3 or something, but it's not worth getting it back and they don't have anyone to read for them or fill out a form for that much. A lot of people are given rebates according to how much they spend. I think there should be a recommendation by your department. There has to be some way to rectify that. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): We have tried to have a tax rebate for those hunters when they purchase gas. As long as they have their receipts, they can get some rebates. It's not much but at least it's a little bit of something. We have been looking or trying to find ways to keep it cheaper.

They had the price raised in July and we reviewed it and decided that it's now known in July that we raised the prices to 22 cents per litre, like we have to raise the prices about 35 cents per litre. So we are looking and reviewing all the time to make sure that the people can afford to pay for their petroleum products. Maybe we have to get back to using dog sleds, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. Yes, if you want to use dog sledding, that's okay with you. We're too old for that now. The price that the people were paying was 22 cents per litre last summer. I know that there are a lot of people that have purchased petroleum for their homes and gas for their hunting. Is there an interest rate for that? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): I'll have Peter Ma respond to that question.

Chairman (interpretation): Thank you. Mr. Ma.

Mr. Ma: Thank you, Mr. Chairman. I will make an attempt at answering the member's question, but basically the answer is no because that's the purpose of the Petroleum Products Revolving Fund. As we buy fuel, we are also making sales but at certain times of the year like right now, we are actually outputting more cash than we are bringing in, so we actually would not be earning interest at the present time. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Alagalak.

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. There's a large amount of money in this legislation that's being requested by the government. Because of the huge amount of money and the fact that they haven't finished with the re-supply yet, perhaps as soon as the re-supply is over and the government finds out through calculation, they should figure out how much money they have to pay out. Perhaps you are going to have to go beyond \$200 million. How will you inform the people in Nunavut in regard to that? Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. The government that is going to be in place after the election will have to deal with that question that you have. We are dealing with the present government right now, Mr. Chairman.

Chairman: Thank you. Clause 1. Does the committee agree?

Some Members: Agreed.

Chairman (interpretation): Before we proceed, (interpretation ends) I would like to welcome Reverend James Barlow to the Chambers. Welcome.

>> *Applause*

He's an Anglican Minister and a former political USC worker. (interpretation) Welcome. I'm glad that we have another James here.

(interpretation ends) Clause 2. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. This is the clause that changes it from \$150 million and putting in \$200 million. I would like to just ask the minister and his officials how they came up with the number. Did they say, "I think \$50 million more will cover it," like they used to a long time ago with their budgets, just plug numbers in there. I don't believe they do that anymore under the guidance of the Minister and Deputy Minister of Finance. So can I just get an explanation as to how they came up with the \$200 million? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): David Akeeagok from the Petroleum Products Division will respond to that question.

Chairman (interpretation): Thank you. Mr. Akeeagok.

Mr. Akeeagok (interpretation): Thank you, Mr. Chairman. (interpretation ends) With the petroleum products, for each forecast for the future years and based on the projections with estimates that were coming in, we tried our best to determine what limit it would be and the purpose for putting in that \$200 million request was based on those projections, with the projections and the sales that we would get. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I would have to agree with Mr. Ma, a very good answer. The deputy minister indicated that they look at projections and estimates. Do those projections and estimates include cost to buy and projected sales or estimated sales? Do they look at projections for both the cost to purchase and the sales in both of those cases? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Perhaps David Akeeagok will respond to that question, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Akeeagok.

Mr. Akeeagok (interpretation): Thank you, Mr. Chairman. (interpretation ends) Yes, we do look at both and we project on the month as to how much our projections would be and as we have indicated, we're at the buying stage from July to October/November, September is the time we buy the majority of our fuels and then we've got to sell all of that for the year. So we take those sales and the revenue that we receive and try our best to project what the limit is.

With this legislation, the legislative limit currently is \$150 million. For the projections that we have done, the request is for the \$200 million because based on those and especially this month and next month are the crucial ones where we do more buying than selling of the products. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Given the full assurances and I totally understand, as Mr. Akeeagok had indicated they're projections and estimates, but could he give an indication of what the department's projections or estimates are for costs, given that they're just projections that they're looking at, for this current year? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk: Perhaps you can clarify your question again, please.

Chairman (interpretation): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. They had indicated that they look at the projections and estimates of the cost to buy the fuel and also the revenues to sell it. I'm just wondering if they could give us an indication, with full recognition that they are just estimates and projections, what number they used to look at for the cost for this year's re-supply. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): David Akeeagok will respond to that question.

Chairman (interpretation): Thank you. Mr. Akeeagok.

Mr. Akeeagok (interpretation): Thank you, Mr. Chairman. (interpretation ends) Minister Tapardjuk's and Minister Brown's spring projections were in the range of \$230 million to \$240 million for the purchase of all the products for diesel. Those are the projections that we did use to base our request to bring forward for the \$200 million increase for the revolving fund. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Again, I recognize that those are just projections and estimates and I don't want to send off any alarm bells anywhere. It could be more, it could be less. Given that projected number of let's say \$240 million, how much more is that than we actually spent last year? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. Last year, we spent \$138.5 million. It's \$170 million for 133 litres and last year, it was \$138 million, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I just want to get a confirmation. I heard numbers as far as dollars and litres, and I just want to confirm that last year, the total expenditure was \$138.5 million. Is that correct? Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): In 2007, we spent \$138.5 million in total on gasoline, diesel, and aviation fuel.

Chairman (interpretation): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank that minister for response. So it looks like, even based on your projections and estimates, we're going to pay a little over \$100 million more this year for fuel.

I just want to ask this question. That \$240 million that you're project or estimating, does that include all the freight as well for the delivery, so that's an all-in landed cost? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes.

Chairman (interpretation): Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I think last year, it was \$10 million more than we paid from the previous year. This is 10 times as much if those projects are accurate. I'm just wondering if the government has any preliminary plans on how to deal with such a huge significant increase. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Yes, we have in place a plan and that's why we increased the prices in July. We will know for sure when all the petroleum products are brought to the communities, Mr. Chairman.

Chairman: Thank you. Clause 2. Does the committee agree? Mr. Arvaluk.

Mr. Arvaluk (interpretation): I'm sorry, Mr. Chairman. When we were dealing with the supplementary bill, the minister stated that half of the petroleum products are brought in to Nunavut now. I think the price of barrel was \$91. Iqaluit usually needs a lot of petroleum products, so what state is it at now? Did you include Iqaluit? Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): David will respond to that question, Mr. Chairman.

Chairman: Thank you. Mr. Akeeagok.

Mr. Akeeagok (interpretation): Thank you, Mr. Chairman. The only one that's going to Iqaluit is the gasoline that we buy for the City of Iqaluit. All together, for the freight and the purchase, we sell it to and we have it for Iqaluit, the destination for Iqaluit. The crude oil was very expensive and we purchased gas and the gas prices are going down a little bit more than last year. Although it's going down a little bit, it's very slow. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. If that's the case, like you stated that we had \$5 million there just in case it's expensive but now, it's \$10 million. Do you expect that it will cost more than \$200 million? Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): We won't know until some time in November when all of the petroleum products have been shipped to Nunavut. We will find out then when the re-supply has been completed. It could be over \$10 million or less than \$10 million, but we will find out for sure in November and we have to have that amount of money just in case there's a little bit more than we have to pay for re-supply. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Minister. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Lastly, I didn't get a proper response. When we were dealing with their O&M, they stated that they have already

purchased 49 percent or so. What's the percentage of petroleum products that you have bought to date? Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): At the end of September, it will be at 75 percent, so another 25 percent will have to be brought in, Mr. Chairman.

Chairman: Thank you. Clause 2. Does the committee agree? Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. I just want to find out a little more about what the minister just stated that they already purchased 75 percent of petroleum products. You already got petroleum products some time in June. According to the world prices, can you give us an estimate of how much you paid and how often you buy petroleum products? (interpretation ends) Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): David Akeeagok will respond to that question, Mr. Chairman.

Chairman: Mr. Akeeagok.

Mr. Akeeagok (interpretation): Thank you, Mr. Chairman. We just bought gasoline last spring. What we did was we got some petroleum products for 16.5 million litres for Kivalliq and Baffin. We checked last week that if we purchased fuel this month, it would be \$2.3 million more according to the world prices. So we have saved \$2.3 million in purchasing gasoline. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Curley.

Mr. Curley (interpretation): Thank you. That's really clear and I would like to thank the person who responded. The diesel that is used, when you first purchased it... I don't know how many times you have purchased fuel. What was the world price for diesel when you bought it? (interpretation ends) Thank you.

Chairman (interpretation): Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Peter Ma will respond to that question, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Ma.

Hon. Louis Tapardjuk (interpretation): Sorry but we're trying to look for the information.

Mr. Ma: Thank you, Mr. Chairman. There is a range of prices because the prices are different, depending on the regions, but the range is from about 99 cents per litre to about \$1.14 a litre. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. Mr. Curley.

Mr. Curley: Thank you. Mr. Chairman, I will make my question quite simple. Obviously, when you buy them from the supplier, he actually had based his price on, at that time, the current world prices when he went into the market to purchase in bulk.

Does he supply you with a particular world price range than if the supplier bought the fuel from you? If so, could you provide that information to us of when the first bulk of diesel fuel was bought, what was the world price standing at that particular time and subsequently, the second or third, if any, delivery? Thank you.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Mr. Ma.

Chairman: Thank you. Mr. Ma.

Mr. Ma: Thank you, Mr. Chairman. Perhaps it would help if I explain the actually pricing mechanism and the way the purchases are done. The member is quite correct. We pay based upon what's called the spot market price at the time that we take delivery of the fuel.

So let's say the fuel is coming from Montreal, at the time that the fuel is loaded at the port in Montreal, whatever the spot price of the particular product we're buying at that point in time, that would be the price we pay, so let's say it's diesel. I think the member was using diesel as the example. So let's say on July 1, we took delivery of diesel at the port in Montreal, and the market price at that time was still 99 cents, that would be the price that we would pay.

Obviously, we have seen the spot market price of oil move throughout the summer. It obviously reached a peak in the summer and now, it's starting to come down. Where we are now is almost where we were I think in early February to March, if my memory is correct. So hopefully we will benefit from the fact that the prices have dropped down significantly from the summer to now. Thank you, Mr. Chairman.

Chairman: Thank you. (interpretation) Is that it? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just one question that goes back to projections and estimates that were mentioned earlier, do either the Department of Finance or CGS officials have a projection? I know it was mentioned earlier that the increase was done earlier this summer. Do they have the projections on how much additional revenue that

will save us that we made as a result of that increase at that time? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Mr. Ma will respond to that question.

Chairman: Thank you. Mr. Ma.

Mr. Ma: Thank you, Mr. Chairman. I think the member is looking for a specific number; I unfortunately can't give him a specific number. What I can tell him is the work that CGS has done or our colleagues have done is that we factored in the price on the increase that we did on July 1 and how that would move throughout the rest of the fiscal year. We could go back and try to isolate that, and I would be willing to provide that information at a subsequent date. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Well, you're running out of time, Mr. Ma.

>> *Laughter*

I need it by Sunday. Based on your projections, you're projecting it's going to cost us a little over \$100 million more this year and I guess I was just looking at how much that increase will offset that \$101.5 million in additional costs over last year that we're projecting to have. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Tapardjuk.

Hon. Louis Tapardjuk: Mr. Ma.

Chairman: Thank you. Mr. Ma.

Mr. Ma: Thank you, Mr. Chairman. Based on the number that we had in May and June that we're talking about here, the 22 cents would go a long ways towards recovering the projected cost. I think, based on those projections that were done in May and June, we actually figured that we would probably need about 35 cents a litre to fully recover everything.

Like I said, we will probably benefit from the lower prices that have happened over the last couple of weeks and we will see what happens when we get to the end of October. Thank you, Mr. Chairman.

Chairman: Thank you. Clause 2. Does the committee agree?

Some Members: Agreed.

Chairman: Clause 3. Does the committee agree?

Some Members: Agreed.

Chairman: Is the committee agreed to Bill 40 as a whole?

Some Members: Agreed.

Chairman: Thank you. Do members that pursuant to Rule 62(2) that Bill 40 can immediately be placed on the Orders of the Day for third reading?

Some Members: Agreed.

Chairman: Thank you. (interpretation) Bill 41. It's with the same minister. Minister, you don't mind if you stay where you are to make your opening comments? Minister.

Hon. Louis Tapardjuk (interpretation): No problem.

Bill 41 – Forgiveness of Debts Act, 2008-2009 – Consideration in Committee

Chairman: I would now like to ask the Minister responsible for Finance to make his opening remarks. Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman and Members. The purpose of the *Forgiveness of Debts Act* is to clean-up our books of account. This Act will remove from the records of Nunavut Development Corporation both a loan receivable and an allowance for loss for the same amount of \$679,000. As a result, there is no net financial impact to either the books of Nunavut Development Corporation or the Government of Nunavut.

The loan receivable was issued in 1991 by the NWT Development Corporation and carried over to Nunavut Development Corporation as part of division. The loan receivable was issued to the Uqqurmiut Inuit Artists Association in Pangnirtung and was forgiven at a rate of 10 percent per annum, provided that certain conditions were met.

The loan receivable was completely forgiven by Nunavut Development Corporation in its 2000-01 fiscal year.

Section 83 of the *Financial Administrations Act* stipulates that before a debt or obligation owed to a public agency is forgiven, an Act is required. That's why we have Bill 41 which forgives the loan receivable issued to the Uqqurmiut Inuit Artists Association in 1991, Mr. Chairman.

Chairman (interpretation): Thank you. Minister, please introduce your officials.

Hon. Louis Tapardjuk (interpretation): We're the same people. On my left is my Deputy Minister of Finance, Peter Ma, and David Akeeagok, the Deputy Minister of Community and Government Services, Mr. Chairman.

Chairman: Thank you. Does the Chair of the Standing Committee on Government Operations have comments? Mr. Tootoo.

Mr. Tootoo: Yes, I do Mr. Chairman and please bear with me. I think this is one of the more lengthy opening comments that I've had to do as the Chairman of Government Operations and Accountability.

Mr. Chairman, as Chair of the Legislative Assembly's Standing Committee on Government Operations and Accountability, I would like to make some brief opening comments concerning the standing committee's review of Bill 41, *Forgiveness of Debts Act, 2008-2009*.

The standing committee is in support of the principle of the bill. During the minister's appearance before the committee, members were pleased to be advised that the government will work to ensure that future measures of this nature are brought forward in a timely manner.

Mr. Chairman, this concludes my opening remarks and the committee recommends the passage of Bill 41 to all members. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have ten minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken.

Are there any general comments? There being none, Bill 41 should be in your legislation binder. Bill 41, *Forgiveness of Debts Act, 2008-2009*. Clause 1. Agreed?

Some Members: Agreed.

Chairman: Go to Schedule on page 2. Schedule. Uqqummiut Inuit Artists Association. \$679,000. Does the committee agree?

Some Members: Agreed.

Chairman: Is the committee agreed to Bill 41 as a whole?

Some Members: Agreed.

Chairman: Do members agree that pursuant to Rule 62(2) that Bill 41 can immediately be placed on the Orders of the Day for third reading?

Some Members: Agreed.

Chairman: Thank you. (interpretation) Thank you, Minister. Thank you, Mr. Akeeagok. Thank you, Mr. Ma.

We will go onto another bill. I'll give you the discretion to return to your seat, Minister Tapardjuk. Minister.

Hon. Louis Tapardjuk (interpretation): I don't understand.

Chairman (interpretation): We will be dealing with Bill 43. Do you have opening comments, Minister?

Bill 43 – Write-Off of Assets and Debts Act, 2008-2009 – Consideration in Committee

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Chairman. The purpose of the *Write-Off of Assets and Debts Act* is to write-off two categories of assets of the Government of Nunavut that exceed \$20,000. The two categories of assets are: (1) inventories of Nunavut Development Corporation (NDC) and the Petroleum Products Division (PPD) of the Department of Community and Government Services; and (2) loans receivables of Nunavut Business Credit Corporation (NBCC).

In the case of NDC, the amount of write-off is \$210,185 over four fiscal years for slow-moving, broken, or damaged merchandise. For PPD, the amount of the write-off is \$3,202,792.12 over four fiscal years for fuel lost due to normal evaporation and shrinkage.

The write-off of one loan of NBCC is because this loan has been determined not to be collectable. The owner of the business is now deceased.

Section 24(3) of the *Financial Administrations Act* stipulates that before an asset of the Government of Nunavut or a debt owed to the Government of Nunavut, in whole or in part, exceeds \$20,000, is written off, an Act is required.

This concludes my opening comments. I would be pleased to answer any questions members may have, Mr. Chairman.

Chairman: Thank you, Minister. For the record, please introduce your witnesses again. Minister.

Hon. Louis Tapardjuk (interpretation): To my left is Peter Ma, my Deputy Minister of Finance, and to my right is David Akeeagok, the Deputy Minister of Community and Government Services.

Chairman: Thank you, Minister. Does the Chair of the Standing Committee on Government Operations have comments? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Yes, I do and I believe, as this is my last opening comments of this Assembly as the Chairperson of Government Operations and Accountability, I want to take this opportunity to thank all my committee members for the work that they have put in over the last four and half years and I would also like to acknowledge the staff that worked with the committee over that time, too.

Mr. Chairman, as Chair of the Legislative Assembly's Standing Committee on Government Operations and Accountability, I am pleased to make some opening comments concerning the Standing Committee's review of Bill 43, *Write-off of Assets and Debts Act, 2008-2009*.

During the minister's appearance before the standing committee, members were pleased to be advised that the government will work to ensure that future measures of this nature are brought forward in a timely manner. The last such bill of this nature to be considered by the House received Assent in March of 2005.

The standing committee noted that Bill 43 includes a provision to write-off approximately \$3.2 million worth of petroleum products inventory as a result of evaporation and shrinkage. Members posed a number of questions to the minister and his officials concerning such matters as the methodology by which the government determines the amount of shrinkage and evaporation that has occurred in Nunavut's tank farm facilities and the way in which it calculates the dollar value of this loss.

The standing committee was advised that evaporation and shrinkage rates in our tank farms are within industry standards. The committee appreciated the minister's commitment to provide further information on this issue, including a community-by-community breakdown of evaporation and shrinkage rates.

Mr. Chairman, I wish to advise the House that the standing committee proposed one amendment to Bill 43, which received ministerial concurrence.

The introduction version of Bill 43 included a provision to write-off \$105,756.57 worth of a loan that was made to Unaalik Aviation Incorporated by the Nunavut Business Credit Corporation. It is the standing committee's understanding that this loan was approved in March of 2002. Its original amount was \$200,000. The standing committee recognizes that the company subsequently went through bankruptcy proceedings. However, it is the standing committee's understanding that a successor entity to this company has subsequently received at least one major contract from the Government of Nunavut.

The standing committee was of the view that this loan should not be formally written-off until further collection efforts are made. The standing committee, in its dialogue with the minister on this issue, also expressed its support for a greater role for the Department of

Finance in the evaluation and awarding of major Government of Nunavut contracts in such areas as medical travel and medical evacuation services.

Mr. Chairman, this concludes my opening remarks and the committee recommends the passage of Bill 43, as amended, to all members. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Are there any general comments? There being none, we will proceed to the clause-by-clause review of the bill. Bill 43, *Write-Off of Assets and Debts Act, 2008-2009*. Reprint. Go to Schedule. Part 1. Write-Off of Assets. Petroleum products inventory lost due to evaporation and shrinkage. \$3,203,797.12. Does the committee agree?

Some Members: Agreed.

Chairman: Back to clause 1. Does the committee agree to clause 1?

Some Members: Agreed.

Chairman: Go to the Schedule. Part 2. Assets Written-Off. Retail arts and crafts inventory reduced by damage, loss or discounts. Total Amount. \$210,185. Does the committee agree?

Some Members: Agreed.

Chairman: Does the committee agree to Clause 2?

Some Members: Agreed.

Chairman: Go to the Schedule. Part 3 of the Schedule. Debts Written-Off. Avataq Enterprises. \$50,537.71. Does the committee agree?

Some Members: Agreed.

Chairman: Clause 3 of the bill. Does the committee agree?

Some Members: Agreed.

Chairman: Does the committee agree to Bill 43 as a whole?

Some Members: Agreed.

Chairman: Is the committee agreed that pursuant to Rule 62(2) that Bill 43 can immediately be placed on the Orders of the Day for third reading?

Some Members: Agreed.

Chairman: Thank you very much. (interpretation) Minister, I would like to thank you, Mr. Akeegok, and Mr. Ma for being at the witness table. Minister, if you have any final comments.

Hon. Louis Tapardjuk (interpretation): I just want to say “thank you” to the members and the committee. Thank you very much. We want to have good planning in place for the next government. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. We will now be dealing with Bill 20. Minister Netser.

Hon. Patterk Netser: Thank you, Mr. Chairman. (interpretation) Just before we deal with Bill 20, I would like my wife to be recognized. I am happy that she’s here and I am happy that she’s my wife. Thank you, Mr. Chairman.

>>Applause

Chairman (interpretation): Thank you. Welcome to the Gallery.

I would like to ask the Minister of Health and Social Services, Minister Akesuk, to make his opening comments.

Bill 20 – Midwifery Profession Act – Consideration in Committee

Hon. Olayuk Akesuk: Thank you, Mr. Chairman. I am pleased to appear before the committee to discuss Bill 20, the *Midwifery Profession Act*.

This proposed legislation will provide Nunavummiut with a choice in how and where the birth of their children will take place. As the midwifery program grows, Nunavummiut will be able to choose to give birth in Nunavut with a registered midwife or through the contemporary medical model with physicians and nurses. Nothing in this legislation will limit that choice.

Midwifery is not a new concept to Inuit. Traditional Inuit midwives have historically carried out a critical and valuable role in our communities. They have educated, assisted and cared for birthing women, advocated for exclusive and long-term breastfeeding, and maintained a strong and supportive relationship with the children after their birth. It is important to recognize their role in helping to make the birthing process safe for mothers and infants.

We have recognized that traditional Inuit midwifery practice is an important part of the culture and heritage of Nunavut and that traditional Inuit midwifery knowledge, skills and judgment must be preserved and shared for future generations.

An Hon. Member: Hear, hear.

Hon. Olayuk Akesuk: In modern times, many Nunavut women have been required to obtain birthing care far from their home communities for extended periods of time. The development of a skilled midwifery profession that maintains a high standard of care is necessary to enable women to return to community-based birthing practices.

Mr. Chairman, through this legislation, traditional Inuit midwifery knowledge and skills will be incorporated within contemporary midwifery education programs offered in Nunavut and the delivery of midwifery services to Nunavummiut. The midwifery education program we offer in partnership with Nunavut Arctic College blends traditional and contemporary knowledge and skills in this way.

Overall, I see this as progressive legislation that reflects our commitment to incorporate IQ in the delivery of our programs and services to Nunavummiut. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Does the Chair of the Standing Committee on Health and Education have comments? Please proceed, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. The Standing Committee on Health and Education has had the opportunity to review Bill 20 and I am pleased to be able to make some comments today on the proposed *Midwifery Profession Act*.

Mr. Chairman, the Standing Committee on Health and Education has supported the principle and intent of this bill from the outset. The *Midwifery Profession Act* will serve to bring maternal care and midwifery services closer to the community level, something that families and community residents have been requesting for some time.

Mr. Chairman, for several generations now, expectant mothers have generally been required to travel away from their homes and families for several weeks ahead of their due date. This requirement to travel to a regional centre or even out of the territory to deliver babies was mostly due to the scarcity of trained and qualified health care providers. However, this practice put a great strain on expectant mothers and their families, with the birthing experience becoming a challenging and isolated event instead of a joyous family one within the support of a community and culture.

The standing committee has been pleased to note that a number of programs have been developed and delivered to train maternal care workers and midwives and to promote maternal health care in Nunavut. Once enacted, the *Midwifery Profession Act* will formally enable qualified midwives to legally practice an important professional role within a locally-based health care system.

Mr. Chairman, the standing committee reviewed Bill 20 with care. The committee received input from a number of stakeholders, including the Nunavut Association of Midwives, Nunavut Tunngavik Incorporated and the Inisuksiiniq Inuit Midwifery Network of the National Aboriginal Health Organization. The committee appreciated the input it received and these submissions were tabled earlier this year.

Mr. Chairman, as a result of its review, the standing committee had a number of concerns with Bill 20 and believed that these should be addressed before proceeding to the next stage of the legislative process.

In particular, Mr. Chairman, the committee was of the view that experience and knowledge from the practice of traditional Inuit midwifery should be more specifically incorporated into the policies, practices and legislation relating to this health care field.

Initially, the committee was of the view that the role and practice of traditional Inuit midwives should be more clearly defined and established within the Act. Upon reflection, however, the committee recognized that the practice of traditional Inuit midwifery itself did not clearly fall within the intent of the proposed legislation even though it is certainly an important part of the culture and heritage of Nunavut.

The standing committee was, therefore, pleased to support a number of amendments to ensure that traditional Inuit midwifery knowledge, skills and judgement will be incorporated within the training, development and practice of certified Nunavut midwives. The committee has heard that a number of items, such as interviews and videotapes of elders regarding traditional midwifery practices are currently being transcribed and converted into curriculum materials for Nunavut's midwifery training programs and members fully support this initiative. The standing committee further recognizes that in the future, additional legislation may be brought forward to address the specific role and practice of traditional Inuit midwives.

The standing committee also had concerns that individuals practicing midwifery in Nunavut may not be adequately protected by liability insurance. Members were pleased that the committee's recommendations in this area resulted in amendments to the bill to clarify the requirements for insurance coverage.

The standing committee was also pleased to receive further assurances from the minister that the Department of Health and Social Services will be hiring registered midwives as indeterminate employees of the government and, as such, the department will cover the costs of insurance in the same manner as for other health care professionals.

It should be noted, however, that while the *Midwifery Profession Act* does allow for individuals to register and practice as private registered midwives, similar to licensed doctors running private clinics, they will be responsible for their own liability insurance and must demonstrate that they have obtained adequate coverage as part of the registration process.

Mr. Chairman, on a final note, the standing committee encourages the government to undertake evaluations of the provision of maternal midwifery health care across Nunavut. It will be worthwhile to track the extent to which expectant mothers choose to have a midwife attend the birth of their child instead of a physician. In an ideal future, all mothers will have this choice in their home communities.

An Hon. Member: Hear, hear.

Mr. Simailak: The standing committee would like to extend its appreciation to those individuals who have worked very hard towards the development of this legislation.

If I may, I would like to name particularly Nowyah Williams from Rankin Inlet, who provided very valuable information to the committee.

The committee would like to recognize the ongoing success of the Rankin Inlet Birthing Centre and supports those Nunavummiut who enter the health care profession as maternal care workers, midwife assistants and midwives in their endeavours.

That concludes my opening remarks, Mr. Chairman. The Standing Committee on Health and Education supports the bill as amended and reprinted, and recommends its passage to all members. (interpretation) Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Simailak. Minister Akasuk, would like to have officials with you at the witness table? Minister Akasuk.

Hon. Olayuk Akasuk: Yes, please. Thank you.

Chairman (interpretation): Do members agree to bring in the witnesses?

Some Members: Agreed.

Chairman (interpretation): Sergeant-at-Arms, please escort the witnesses in.

Minister, for the record, please introduce your witnesses.

Hon. Olayuk Akasuk (interpretation): Thank you, Mr. Chairman. On my right is Monte Kehler and to my left is Diane Buckland from the Department of Justice, Director for Health. Thank you.

Chairman: Thank you, Minister. Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have ten minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken. Are there any general comments? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. We dealt with Bill 20 for a long time to recognize the midwives that do work in Nunavut because that's the job that they did years ago and they want to keep it up. There used to be people that went to have their children down south. It's such a happy occasion and people should be able to have their babies in their hometown and in their home community.

We talked about the *Inuit Language Protection Act* and this is part of the Inuit way of doing things. We understood later on during the committee meeting that there should be a *Midwifery Profession Act* in place in Nunavut. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Arvaluk. Before we proceed, we will take a 30-minute break. Thank you.

>>*Committee recessed at 18:24 and resumed at 18:56*

Chairman (interpretation): I would now like to call the committee meeting to order. Do members have any general comments? Minister Tapardjuk.

Hon. Louis Tapardjuk (interpretation): I was just pointing.

>>*Laughter*

Chairman (interpretation): Thank you. Mr. Alagalak

Mr. Alagalak (interpretation): Thank you, Mr. Chairman. I just want to make a brief comment about this bill because the Inuit women who know about midwifery have been around for quite some time and we have some comments made to us as a committee from the women.

I would like to thank those women who put some input into this legislation and it was very nice to see that they would be recognized with this Act. I'm not saying that the legislation is perfect but there's a way for the Inuit women to be involved in giving birth.

There are professional midwives as well as Inuit midwives that have been around for a long time and they have been taught by people. It was impossible when Inuit midwives were not recognized and it's very good that we have this piece of legislation that's a good step towards recognizing the Inuit women, recognition by the Nunavut government.

I wanted to say that I am very happy to have this piece of legislation. I know that there's more than we can do for those women and when the time comes, we can make additions or amendments to this Act. I'm just happy that there's something in legislation to help those women that can give birth. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Alagalak. General comments. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I, too, am a member of the committee and I would like to echo some of the comments that the chairman made. I think all committee members, and I'm sure the staff and officials at the Department of Health and Social Services, are very pleased that they finally are able to move forward on this piece of legislation.

On behalf of the committee, I know there were some frustrations for several months of not getting any information from the department, but near the end, the information did come and I think it helped us all understand. We all agree on the same thing and I am very pleased that we're able to get this piece of legislation to where it is right now and it will pass here in the life of this Assembly.

I think one of the things that was noted in the chairman's opening comments was the fact that one of the most important things that was expressed out there by Inuit women, who have knowledge and skills of traditional Inuit midwifery practices, that those be incorporated into any training program for registered midwives that are going to be working here in the north.

And I think that is an important component of this legislation. I'm glad and hope that they know and feel good about the fact that this does create a mechanism that instills that their knowledge and skills will be passed on into the new contemporary practice of midwifery in the north.

I would like to thank an individual who is not here today and that's Ms. Nowyah Williams from the birthing centre in Rankin Inlet. She was up for the standing committee, clause-by-clause, with the minister on the bill and she gave some very good insight on that, and I hope, as she does, as things move ahead, that we will be able to see midwives in more communities across the territory, which will give women that are expectant mothers the option of being able to choose and I think that's an important thing to state here.

When we do have those options available in the communities, then women will have the option of choosing whether or not to stay in their home community and give birth with a midwife, rather than having to travel to some other community other than home to give birth. I think that's a good goal because, in the long run, it will help cut down some of the costs on the government as far as medical travel.

I think it's important that, in a lot of cases, mothers want to be around their families when they give birth. All family members want to be there and it's probably the proudest moment as a father that you have when your child is born. I look forward to having more Nunavummiut being able to have that opportunity with their families. Thank you, Mr. Chairman.

Chairman: Thank you. I have no more names on my list. Mr. Curley.

Mr. Curley: Thank you. (interpretation) I would also like to thank the committee who worked on Bill 20. I know that in my community of Rankin Inlet, there is a midwife, Nowyah Williams, who helps out the Inuit women give birth.

I would like to especially recognize the Member for Nanulik's mother because she was very helpful with women that were giving birth ever since I can remember. I would like to thank her and Nowyah Williams. The women didn't even think about having children

in the hospital. The Arviat MLA's mother was my godmother when I was born, and I would also like to thank her, although she's not with us anymore.

I am very happy and very proud that the Inuit people will be able to give birth and they can obtain licenses and that's very good for the people of Nunavut. Children born will be able to receive birth certificates in Nunavut and being born in Nunavut.

I received a letter a couple of days ago, Mr. Chairman. "I have been trying to get a birth certificate for 16 years from Inuvik. I cannot have a number, I have no SIN." This individual has wanted to get his birth certificate for 16 years and he even found an affidavit but cannot receive his birth certificate. Even today, he does not have a birth certificate. He's been trying to obtain one for 16 years. I wonder what the reason is. I don't think we should be doing that to our own Inuit people anymore.

So I just want to let the minister know that I wrote a letter to the minister and I want that resolved because there shouldn't any Nunavummiut not having birth certificates because they can't obtain birth certificates, they can't get a job, and they can't get UI. It's very scary not to have those kinds of birth certificates and SINs and he's probably from Whale Cove.

I am very happy to say that the midwives will be recognized in Nunavut now. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Curley. I have no more names on my list for general comments. We will now proceed with the clause-by-clause review of the bill. Bill 20 in your legislation binder. *Midwifery Profession Act*. Reprint. Clause 1. Do you agree?

Some Members: Agreed.

Chairman: Clause 2. Do you agree?

Some Members: Agreed.

Chairman: Clause 3. Do you agree?

Some Members: Agreed.

Chairman: Clause 4. Do you agree?

Some Members: Agreed.

Chairman: Clause 5. Do you agree?

Some Members: Agreed.

Chairman: Clause 6. Do you agree?

Some Members: Agreed.

Chairman: Clause 6.1. Do you agree? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Clause 6.1 indicates that “The Minister shall develop instructional content based on traditional Inuit midwifery knowledge, skills and judgment for” training and refresher programs and professional development programs.

Can the minister or his officials give an indication if any of this work has been undertaken already or when they expect to have this instructional content developed?
Thank you, Mr. Chairman.

Chairman: Thank you. Minister Akesuk.

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Chairman. Monte Kehler will respond to that question.

Chairman: Thank you. Mr. Kehler.

Mr. Kehler: Thank you, Mr. Chairman. So to answer your question, part of this has been taken care of in that traditional Inuit midwives have been invited to meet with the students that are going through the program at Nunavut Arctic College. And parts of the content of what they’re describing in those meetings have been put into the curriculum.

But there’s a much broader project underway to actually incorporate the content from previous meetings that we’ve had with traditional Inuit midwives in the past. For example, in February of 2007, there was a meeting in Iqaluit for traditional Inuit midwives to tell stories of the past basically of how they delivered babies.

Those stories have been caught on video and some of it has been collected in print. So those do require transcription and translation, which is kind of what’s holding up that from becoming part of the curriculum. To answer your question on how long it will take, within a year, it should be available within a year in the courses that we are teaching.
Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Kehler. Clause 6.1. Do you agree?

Some Members: Agreed.

Chairman: Clause 7. Do you agree?

Some Members: Agreed.

Chairman: Clause 8. Do you agree?

Some Members: Agreed.

Chairman: Clause 9. Do you agree?

Some Members: Agreed.

Chairman: Clause 10. Do you agree?

Some Members: Agreed.

Chairman: Clause 11. Do you agree?

Some Members: Agreed.

Chairman: Clause 12. Do you agree?

Some Members: Agreed.

Chairman: Clause 13. Do you agree?

Some Members: Agreed.

Chairman: Clause 14. Do you agree?

Some Members: Agreed.

Chairman: Clause 15. Do you agree?

Some Members: Agreed.

Chairman: Clause 16. Do you agree?

Some Members: Agreed.

Chairman: Clause 17. Do you agree?

Some Members: Agreed.

Chairman: Clause 18. Do you agree?

Some Members: Agreed.

Chairman: Clause 19. Do you agree?

Some Members: Agreed.

Chairman: Clause 20. Do you agree?

Some Members: Agreed.

Chairman: Clause 21. Do you agree?

Some Members: Agreed.

Chairman: Clause 22. Do you agree?

Some Members: Agreed.

Chairman: Clause 23. Do you agree?

Some Members: Agreed.

Chairman: Clause 24. Do you agree?

Some Members: Agreed.

Chairman: Clause 25. Do you agree?

Some Members: Agreed.

Chairman: Clause 26. Do you agree?

Some Members: Agreed.

Chairman: Clause 27. Do you agree?

Some Members: Agreed.

Chairman: Clause 28. Do you agree?

Some Members: Agreed.

Chairman: Clause 29. Do you agree?

Some Members: Agreed.

Chairman: Clause 30. Do you agree?

Some Members: Agreed.

Chairman: Clause 31. Do you agree?

Some Members: Agreed.

Chairman: Clause 32. Do you agree?

Some Members: Agreed.

Chairman: Clause 33. Do you agree?

Some Members: Agreed.

Chairman: Clause 34. Do you agree?

Some Members: Agreed.

Chairman: Clause 35. Do you agree?

Some Members: Agreed.

Chairman: Clause 36. Do you agree?

Some Members: Agreed.

Chairman: Clause 37. Do you agree?

Some Members: Agreed.

Chairman: Clause 38. Do you agree?

Some Members: Agreed.

Chairman: Clause 39. Do you agree?

Some Members: Agreed.

Chairman: Clause 40. Do you agree?

Some Members: Agreed.

Chairman: Clause 41. Do you agree?

Some Members: Agreed.

Chairman: Clause 42. Do you agree?

Some Members: Agreed.

Chairman: Clause 43. Do you agree?

Some Members: Agreed.

Chairman: Clause 44. Do you agree?

Some Members: Agreed.

Chairman: Clause 45. Do you agree?

Some Members: Agreed.

Chairman: Clause 46. Do you agree?

Some Members: Agreed.

Chairman: Clause 47. Do you agree?

Some Members: Agreed.

Chairman: Clause 48. Do you agree?

Some Members: Agreed.

Chairman: Clause 49. Do you agree?

Some Members: Agreed.

Chairman: Clause 50. Do you agree?

Some Members: Agreed.

Chairman: Clause 51. Do you agree?

Some Members: Agreed.

Chairman: Clause 52. Do you agree?

Some Members: Agreed.

Chairman: Clause 53. Do you agree?

Some Members: Agreed.

Chairman: Clause 54. Do you agree?

Some Members: Agreed.

Chairman: Clause 55. Do you agree?

Some Members: Agreed.

Chairman: Clause 56. Do you agree?

Some Members: Agreed.

Chairman: Clause 57. Do you agree?

Some Members: Agreed.

Chairman: Clause 58. Do you agree?

Some Members: Agreed.

Chairman: Clause 59. Do you agree?

Some Members: Agreed.

Chairman: Clause 60. Do you agree?

Some Members: Agreed.

Chairman: Clause 61. Do you agree?

Some Members: Agreed.

Chairman: Clause 62. Do you agree?

Some Members: Agreed.

Chairman: Is the committee agreed to Bill 20 as a whole?

Some Members: Agreed.

Chairman: Do members agree that pursuant to Rule 62(2) that Bill 20 can immediately be placed on the Orders of the Day for third reading?

Some Members: Agreed.

Chairman: Thank you very much. Thank you, Minister, Mr. Kehler, and Ms. Buckland. (interpretation) Minister, do you have any closing remarks?

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Chairman. Just to thank the committee. They were able to work with my staff and they worked very hard on it. I would like to also thank the other staff that helped out with this legislation. Thank you, Mr. Chairman.

Chairman: Thank you. I would now like to ask Minister Picco, Minister responsible for Education, to make his opening remarks. Minister Picco.

Bill 21 – Education Act – Consideration in Committee

Hon. Ed. Picco: Thank you, Mr. Chairman. I'm very pleased to be before the committee tonight to make my opening remarks on Bill 21, the Nunavut *Education Act*. Mr. Chairman, we have the opportunity to set the education system in Nunavut on a new course, a bilingual system founded on and in accordance with *Inuit Qaujimagatuqangit* and Inuit societal values. The system we propose in Bill 21 also puts an unprecedented amount of powers in the hands of our district education authorities (DEAs), and introduces many other exciting new changes.

It is critical that we provide high quality, relevant and accessible learning opportunities for our students. It is with this knowledge and input from more than 100 community and stakeholder consultations that we created Bill 21.

Over \$1.2 million was spent consulting every school, district education authority and community in Nunavut, as well as running a steering committee co-chaired by NTI and including the regional Inuit organizations, the Nunavut Teachers' Association, the regional DEA representatives, the Commission scolaire francophone du Nunavut, the Coalition of District Education Authorities, the Nunavut Disabilities Society and indeed, Mr. Chairman, the Nunavut Association of Municipalities. This bill is entrenched in a commitment to deliver the best possible education framework for all Nunavummiut.

The information from the community consultations was the foundation of the presentation of policy ideas from the Department of Education to the steering committee and for the resulting discussions. Mr. Chairman, everything with clear and significant direction from the community consultations has been incorporated into Bill 21.

This new Act, Mr. Chairman, establishes a variety of changes and improvements, including:

- IQ Duties on the Minister of Education, DEAs and school staff, with reporting requirements and elders' committee review.
- A foundation in IQ through new curriculum, elders' certification and involvement, Nunavut-wide assessments and indeed school programs.

- This landmark legislation calls for bilingual education with our Inuit language, and increasing support through curriculum and, for the first time ever, Mr. Chairman, language and cultural programs for our young children.
- More responsibility will be given to our district education authorities in policy development, the staffing and direction of principals and most importantly, the administration of our schools.
- There is support for DEAs in their expanded role in the DEA Coalition which is entrenched now in the bill.
- More support for students through inclusion, counsellors, attendance programs, and in-school suspensions.
- For the first time in Nunavut, legislation will guarantee a lower student-teacher ratio than the national average, strengthening our student success.
- We will also have a creation of an annual report card on the K-12 education system and this will have to be tabled in the Legislative Assembly for all to see.
- Also, the fostering of active living and healthy lifestyles, we will, in the Act for the first time ever, make daily physical activity mandatory until high school.

There are no changes in Bill 21 bigger than the changes to the role of our DEAs. The powers and authorities of the DEA are now detailed in the Act. The DEA leads the staffing and oversight of principals, including a general ability to direct the principal that overrides the minister's general ability to give direction – this is in our revised section 114 for this fundamental shift in power.

DEAs would also control; independent of the minister; some of the most important policy topics in education – student conduct, registration and attendance, school calendars. DEAs have more financial flexibility under Bill 21 than they have now, and DEAs will have a new tool to ensure an open dialogue with the minister.

The general philosophy is that DEAs, as the local and elected bodies, are the primary decision-making authorities for what happens at our community level. The minister should and is responsible at the territory-wide level. DEA members are not full-time staff and may not have unlimited time to devote to all DEA matters. The work will be done by the staff at the school or regional level as a result of DEA decisions. This system is much like the MLAs making the decisions and then non-elected staff managing the operations. This provides efficiency and expertise at the staff level, while giving the DEA the decision-making authority.

This is very significant and clear authority for DEAs. In order for DEAs to effectively carry out those powers, Bill 21 lengthens and staggers DEA terms, which was one of the suggestions in our consultations.

To help support our DEAs in the effective management of the local education system, the DEA Coalition is legislated and can support DEAs as well as work with the department on funding and planning issues.

DEAs will surely need additional funding to make these changes effective. Part of the implementation of Bill 21 is providing new funding. \$14 million annually is earmarked to implement our new *Education Act*, with the largest slice of this new money going directly to our DEAs for uses such as policy implementation, elders, cultural programming, financial training and management, early learning programs, teacher orientation and potential coalition funding.

We are committed to providing support and resources to our DEAs - they are connected to their communities, students, staff, schools, and are fundamental, Mr. Chairman, to the overall well-being of our system.

I believe, Mr. Chairman, that this is the most logical, effective, efficient, democratic, and community-focused way to structure our school system.

Inuit culture is a very important issue for our education. The Government of Nunavut has no doubts about the primary cultural focus of Nunavut – Inuit culture is for all of Nunavut's students.

- There are duties to use IQ, with reporting to allow people to assess progress and an elders' committee to review IQ.
- Much-awaited is a requirement for culturally appropriate curriculum, materials and assessments.
- Elders' certification will lead to more respectful way for our elders and a stronger role for elders in our school system.
- More money will be provided for new cultural activities and programs as part of our school instruction.
- School calendars will consider community cultural practices.
- A focus on student engagement through counselling, in-school suspensions and a focus on attendance will support IQ practices in our schools.
- And most importantly, the direct role of the DEA in leading the operations of the school will allow community oversight of IQ in their schools.

Language of instruction is also a very important issue to everyone, and it ties directly into culture and the fundamental values and goals of Nunavut. Bill 21 sets a goal for everyone and has called for bilingual education, with one language being an Inuit language. We

had set a clear and firm goal to have a system that is designed to produce bilingual graduates who are academically competent in both languages.

We believe that this is a very clear and strong commitment to the goal of bilingualism. Just to offer either English or Inuit language instruction would not be sufficient under Bill 21; the system must be designed to lead to functioning bilingual graduates.

We must remember that it is the students that we run the education system for, and Bill 21 will make for a better experience for our students, for our children. Students will be more at home with more Inuit culture and bilingual education. Students will be better supported with a strong directing role for our DEAs, a focus on student engagement through Bill 21's new policy measures and inclusive education, and better student-teacher ratios with a commitment to be better than the national average.

Mr. Chairman, in working with the Standing Committee on Health and Education, many improvements have been made to the bill since it was introduced, strengthening local control, culture, inclusive schooling and many other points.

Mr. Chairman, at this time, I would like to thank the standing committee and all of the stakeholders who contributed to this process leading to the bill we have today.

Mr. Chairman, there is no doubt that the scope of education in Nunavut must change. Bill 21 provides the necessary steps towards implementing real and progressive change for our students. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. Do you have witnesses that you would like to bring to the table? Minister Picco.

Hon. Ed. Picco: Yes, I do. Thank you, Mr. Chairman.

Chairman: Thank you. Does the committee agree to bring in the witnesses?

Some Members: Agreed.

Chairman (interpretation): Sergeant-at-Arms, please escort the witnesses in.

(interpretation ends) Minister Picco, please introduce your witnesses.

Hon. Ed. Picco: Thank you, Mr. Chairman. On my immediate left is Ms. Kathy Okpik, the Deputy Minister for the Department of Education, and on my immediate right is Mr. Brad Chambers, the Legislative Policy Organizer for the Department of Education and our Chief Researcher. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Does the Co-Chair of the Standing Committee on Health and Education have opening comments? Please proceed, Mr. Simailak.

Mr. Simailak: Thank you, Mr. Chairman. The Standing Committee on Health and Education has reviewed Bill 21 and I am pleased to be able to make some comments today on the proposed new *Education Act*.

Mr. Chairman, it is agreed by all stakeholders, organizations and individuals that the role of education in Nunavut society is an extremely critical one. Members of the standing committee recognize the importance of legislation in this area and are greatly appreciative of the level of input and submissions that were received during its extensive consideration of Bill 21.

In fact, Mr. Chairman, the standing committee received a final submission from Nunavut Tunngavik Incorporated on September 10, 2008. In reviewing the ongoing concerns raised in NTI's latest correspondence, the standing committee is confident that many of those concerns have already been addressed through amendments to the bill.

Mr. Chairman, during the course of its review and deliberations, the standing committee noted a number of conflicting views on what should be included in Nunavut's new *Education Act*. While the committee recognizes the validity of many of the positions presented for consideration, members were of the view that it would not be possible for all issues to be resolved to the satisfaction of all parties.

I will note that one of the amendments agreed to by the standing committee and the Minister of Education was to include the requirement for a review of the provisions and operations of the Act within three years or earlier. There will, therefore, be opportunities to revisit many of the issues raised and evaluate the effectiveness of our new legislation.

Mr. Chairman, the Standing Committee on Health and Education met a number of times with the sponsoring minister to discuss the proposed legislation and greatly appreciated his willingness to work with the committee to make amendments to the bill. The standing committee was pleased that the minister agreed to act on a number of its recommendations and the committee concurred with many of the amendments brought forward by the minister.

During its deliberations on the bill, the committee addressed a number of issues, the most critical of which related to:

- The level of local control exercised by parents and communities through the role of district education authorities;
- The incorporation of Inuit societal values and culture within the operation and management of the education system itself as well as within the curriculum;
- Inuit language requirements;
- Clarification of the roles of students, school staff and DEAs as well as the lines of authority and communication;

- Inclusive education and support for special needs educational requirements;
- the status of the DEA Coalition and its role in long-term planning for the public education system in Nunavut; and
- the involvement of stakeholders such as NTI in the ongoing development of education legislation.

Mr. Chairman, it is the view of the standing committee that many of these issues have been addressed through amendments to the bill.

Mr. Chairman, the new made-in-Nunavut *Education Act* before us today is the product of many years of work, input and deliberation. The new *Education Act* is a substantively different piece of legislation than what we inherited in 1999.

This final product could truly be considered the result of a collaborative effort by departmental officials, Members and former Members of both the First and Second Legislative Assemblies of Nunavut, stakeholders such as NTI, the regional Inuit organizations, the Nunavut Teachers' Association, the Francophone Association of Nunavut, the Francophone School Commission, DEAs and the DEA Coalition, the Nunavut Disabilities Makingnasuaqtiit Society, and the many Nunavummiut who expressed their views and opinions in community consultations, public hearings and written submissions.

Mr. Chairman, that concludes my opening comments. The Standing Committee on Health and Education supports Bill 21 as amended and reprinted, and recommends its passage to all members. (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Simailak. Before we proceed, I would like to remind members of the following: according to Rule 77(1), you have ten minutes to speak, and according to Rule 77(2), subject to the discretion of the Chair, a member may speak more than once to a matter under discussion but not until every member wishing to speak has spoken. Are there any general comments? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. This legislation was very difficult to work with. Just as an example of myself, when I was a minister in the First Assembly, this *Education Act* was brought up but it died on the Order Paper. When I heard from my constituents, too, that there should be changes to the *Education Act*, I was happy that the people of the Kitikmeot were very happy that Inuinnaqtun will be revived if the DEA can have some powers because they are losing their language.

When I got elected again during the by-election, I was a committee member for dealing with the *Education Act* when they brought about Bill 21. The minister stated that they have to make sure that the children's future is at the best and that the parents also have to be involved with the DEA and the societal values have to be included so the future of our

children will continue. When a child is happy, the child wants to do whatever makes him happy, and if he's happy in school and if he recognizes his first school, they would have a better future.

Some things that we didn't like in the *Education Act* when we were dealing with it, we had to look at the future and we had to look at the past when we were dealing with this legislation. We had to look at what kinds of education we were receiving in the past and what kind of education the children are receiving now and what they're going to be learning in the future.

When we spoke Inuktitut, we used to get slapped with a yard stick in our hands. We couldn't speak Inuktitut and we couldn't do Inuit stuff in school because their direction was that the Inuit culture and language be eradicated. Like Mr. Curley said earlier on today, there was a slaughter of husky dogs and there's a commission to deal with that so that the people can tell their stories.

I am happy to say that Bill 21 will be reviewed every three years and we will be able to include Inuit societal values and language in the schools using Bill 21.

Mr. Chairman, during the committee meetings, I asked a lot of questions and at this time during the Committee of the Whole, I just want to make my comments brief and say that all Nunavummiut, the teachers, the DEAs, and the staff gave us a lot of information when we were dealing with Bill 21 and I will be in support of it. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you. (interpretation ends) General comments. Mr. Curley.

Mr. Curley (interpretation): Thank you. We managed to fit into our last day with this bill and we have to go ahead with it because the children, the staff, and the DEAs need proper legislation and there will always be room for improvement. I know the committee worked really hard.

I believe I met with the Standing Committee on Health and Education about three times and I had to request that they be there because there was not enough consultation with communities. It would go to the DEAs but it didn't quite get to the whole community. A lot of people in the communities listened to their local radio, so this will have to be announced on the radios.

I know we get a lot of written materials that they wrote to the minister and they supported it and it was mentioned by the standing committee that the amendments and I'm very proud and I thank them that I know that they worked really hard and the minister was able to give responses and I will be supporting the bill because if we delay it again, it's going to get harder and its going to cost more.

Bill 7 that we dealt with yesterday and the Inuktitut language will be able to be used. For that reason, I will be supporting the bill. Thank you.

Chairman: Thank you. General comments. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. First off, I just want to give the minister some comfort that I, too, will be supporting the bill.

As he had indicated in his opening comments and our chairman's opening comments that the work on this particular piece of legislation is something that has spanned the life of two Assemblies, I think it's probably the most extensively consulted piece of legislation that has been developed in the history of Nunavut, however short that is.

One of the things I want to point out is that when I was in the First Assembly and they came forward with a draft *Education Act*, I pointed out that there were a number of concerns with it. It took away the rights of parents and the rights of students, it took control away from the communities, and it had all kinds of things like that. When this bill was brought in, I said that those were concerns I raised the first time and I would be looking to ensure that those concerns were addressed in this legislation.

There were a number of things that were still there, some of the issues were still there in the initial draft. I think there were 63 amendments made to the legislation to address concerns of the committee members, of the stakeholders involved as well. It's a testament that even though extensive consultations can be done, it doesn't mean that everything is perfect. The process that we go through of involving the committee and giving a final opportunity through that process to get input from stakeholders is a valuable way to do things in light of... that we all believe in some of the improvements that were made through these amendments to the legislation.

I would also like to take this opportunity to thank all of the committee members. I know there were a lot of meetings held and I know the government did a lot of consultations. I don't know if it was this bill or Bill 7 that were the first two times where we actually had public hearings on legislation with both the stakeholders and government officials participating. I think that, too, was an important process and step in developing a better understanding from both sides of differing views and understanding where both sides were coming from.

There were lots of issues that were raised, like I said, 63 of them for sure, that had been addressed. And I want to take this opportunity to thank all the people, as our co-chair and the minister did, for the input from the stakeholders, especially groups like the DEA Coalition, Alice Ladner is here with that, the Teachers' Union, Mr. Jacquard is here right now for that, and I think we all know, even from the school staff, I think representing the smallest principal in Nunavut, Mr. Terry Young and his wife, Barb, is here. I think the input that they have had into this process and all the people like that, another individual that isn't here is Lori Idlout from the IDEA, gave us very valuable input into their views and their concerns with the legislation.

I must say again I commend the minister and his staff for being open, receptive, and respectful of differing opinions and the willingness to sit down and discuss and hear them out. Like I said, in 63 cases, maybe they're right. So I think that that's a good sign of a willingness to cooperate.

As Mr. Arvaluk said, this piece of legislation is not for us, it's for our future; it's for our kids. I think everyone involved, including the departmental staff, that went into this or looked at it and the same view from all the stakeholders and the committee members is we want to try and ensure that we develop the best tool we can to help our young children, to be able to give them the tools that they're going to need to do the job that we're going to need them to do in the future, and to be successful through the education system.

I know our numbers, if you look at our system now, and again I'm not saying it's just a system thing and that's it, is that the way the system is orchestrated under current legislation, we have roughly a 75 percent drop-out rate. It's flipside of what it is in southern Canada, it's 25 percent. When you have a drop-out rate that high, there are issues with the system.

There are a lot of valuable, good people in the system but if the system is not set up right, not geared right, and not fine-tuned to meet our unique and specific needs, you're going to have those problems. It doesn't matter how good a people you have working in that system. I think, through this process, we have been able to develop and come forward with a piece of legislation that does take unique circumstances and needs of Nunavut into account.

The government of this Assembly wants to see an education system delivered throughout the territory and I would hope to see in the future, as this piece of legislation is implemented, that 75 percent number dropping continually to be somewhere well within national averages, rather than three times higher. So I think that's something that we would all like to see and I really hope that this piece of legislation will help move us in that direction.

As Mr. Picco indicated yesterday, a lot of hours and time that he and his staff had put in, I know Kathy, Brad, and Peter back here, along with the two drafters that are sitting back here, are probably going to want to sleep for a week when this is all over and I don't blame them. I think everybody involved put a lot of effort into it and it's really appreciated. When this Act gets passed, I think the minister can really and truly say, because of his leadership and his input, it should be called the Ed-ucation Act for Nunavut.

>>*Laughter*

With that, Mr. Chairman, I would like to finish my general comments and congratulate the minister and his staff, and all the stakeholders in the development of what everyone

now is impressed with what we have in front of us, a made-in-Nunavut *Education Act*. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. General comments. Mr. Okalik.

Hon. Paul Okalik (interpretation): Thank you, Mr. Chairman. I wasn't originally going to say something, but I would just like to thank and I am very happy and proud so I just wanted to say a few things.

When the chairperson, when we reviewed the legislation, they would come in every week, along with amendments, I told them, "This will be the last one. I don't want to see you here again." I realized that I know that you worked really hard in preparing this and we can actually say that we're at this stage now.

I would like to thank you and the committee recognizes that our aim was for the betterment of the future of our children. We want them to have good future. If either one of them wants to go a university in southern Canada, we have to be receptive. This legislation will allow them to do that. We shouldn't produce something not as good for our constituents.

There were some people who said to work on this faster. Yes, we want to be able to see things right away, but our goal is the same. I want to be able to help with the Inuit organizations help us to look for future Inuit teachers. We should be preparing Inuit teachers so that we can achieve the goals that are here for the teachers, for Inuit, even non-Inuit, so that they can learn more about the Inuit cultural values. So I'm asking the Inuit organizations to participate more. We are moving in that direction and it states in the legislation that we will eventually get there, but we want to be able to have everything before that date.

So I'm very happy about this and I thank our employees and our minister. It's finished. Sometimes I would get tired of seeing every week, but we have to do that when we have to work together. Thank you very much. That's all that I have.

Chairman (interpretation): Thank you. (interpretation ends) General comments. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I just want to apologize profusely. I did forget to thank three individuals that assisted us in this process and that's the committee staff, our Committee Researcher, Siobhan Moss, I'm sure she's upstairs watching right now, along with Nancy, our Clerk, and Ms. Cooper, our Legal Advisor, for going through this.

I know with all the amendments and reprints that keeping track of them all wasn't very easy. I know there was a lot of effort put in by them as well and I wanted to thank them very much for their assistance. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. I have no more names on my list for general comments. We will now proceed to the clause-by-clause review of the bill, starting with page 1 of Bill 21, *Education Act*. Reprint. Page 2, clause 1. Do you agree?

Some Members: Agreed.

Chairman: Clause 2. Do you agree? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I just want to ask this general question and return to the clause about the Fundamental Principles and everything.

I think it's pretty tough to ask this question in any specific place within the legislation because it has been something that's addressed in so many different places throughout the legislation, and I know the minister touched on it somewhat in his opening comments, and that's the fact of devolving power, authority, and responsibilities to the community level and to district education authorities. We all know that that's something that was very controversial throughout this whole process.

So instead of asking all throughout the bill on that, I would like to take this opportunity for the minister to outline where these issues have been addressed in the legislation. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. One of the concerns raised in NTI's public letter which they sent to the media, and so on, I don't think they had an opportunity to see the actual bill at all and the 71 amendments that we have in it.

Specifically on local control for education through the local DEAs, as the member has pointed out, it's all through the Act. So when you look at the Act itself, DEAs receive more power than ever before and it's in sections of 7, 11, 13, 16, 17, 18, 20, 21, 32, 34, and I could keep going on.

Local control has been dramatically changed and increased by motion in the committee. That also includes: the majority of the minister's directions have been removed from the Act; the DEAs' general directions can now be overridden by the minister's general direction of power and that's only unless, for the first time ever, the DEA was doing something unlawful or indeed if they were in trusteeship, meaning we had taken away their power.

For the first time ever, what's been requested by the DEAs and supported by the DEA Coalition is in the Act, and NTI asked for this, now, the DEA has the direction and control over the principle. What that basically means is that the DEA power now is entrenched within the legislation in that aspect. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 2. Do you agree?

Some Members: Agreed.

Chairman: Clause 3. Do you agree?

Some Members: Agreed.

Chairman: Clause 4. Do you agree?

Some Members: Agreed.

Chairman: Clause 5. Do you agree?

Some Members: Agreed.

Chairman: Clause 6. Do you agree?

Some Members: Agreed.

Chairman: Clause 7. Do you agree?

Some Members: Agreed.

Chairman: Clause 8. Do you agree?

Some Members: Agreed.

Chairman: Clause 9. Do you agree?

Some Members: Agreed.

Chairman: Clause 10. Do you agree?

Some Members: Agreed.

Chairman: Clause 11. Do you agree?

Some Members: Agreed.

Chairman: Clause 12. Do you agree?

Some Members: Agreed.

Chairman: Clause 13. Do you agree?

Some Members: Agreed.

Chairman: Clause 14. Do you agree?

Some Members: Agreed.

Chairman: Clause 15. Do you agree?

Some Members: Agreed.

Chairman: Clause 16. Do you agree?

Some Members: Agreed.

Chairman: Clause 17. Do you agree?

Some Members: Agreed.

Chairman: Clause 18. Do you agree?

Some Members: Agreed.

Chairman: Clause 19. Do you agree?

Some Members: Agreed.

Chairman: Clause 20. Do you agree?

Some Members: Agreed.

Chairman: Clause 21. Do you agree?

Some Members: Agreed.

Chairman: Clause 22. Do you agree?

Some Members: Agreed.

Chairman: Clause 23. Do you agree?

Some Members: Agreed.

Chairman: Clause 24. Do you agree?

Some Members: Agreed.

Chairman: Clause 25. Do you agree?

Some Members: Agreed.

Chairman: Clause 26. Do you agree?

Some Members: Agreed.

Chairman: Clause 27. Do you agree?

Some Members: Agreed.

Chairman: Clause 28. Do you agree?

Some Members: Agreed.

Chairman: Clause 29. Do you agree?

Some Members: Agreed.

Chairman: Clause 30. Do you agree?

Some Members: Agreed.

Chairman: Clause 31. Do you agree?

Some Members: Agreed.

Chairman: Clause 32. Do you agree?

Some Members: Agreed.

Chairman: Clause 33. Do you agree?

Some Members: Agreed.

Chairman: Clause 34. Do you agree?

Some Members: Agreed.

Chairman: Clause 35. Do you agree?

Some Members: Agreed.

Chairman: Clause 36. Do you agree?

Some Members: Agreed.

Chairman: Clause 37. Do you agree?

Some Members: Agreed.

Chairman: Clause 38. Do you agree?

Some Members: Agreed.

Chairman: Clause 39. Do you agree?

Some Members: Agreed.

Chairman: Clause 40. Do you agree?

Some Members: Agreed.

Chairman: Clause 41. Do you agree? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know this is an area that I had raised concerns the first time and I know the minister is aware that there were a number of issues in regard to inclusive education that were raised. I'm just wondering if he could give us a brief summary of how they have been addressed through amendments and changes to the legislation. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Under section 41, we're looking at the inclusive schooling entitlement and indeed we have done considerable work here. I wanted to point out that the recent article in *Exceptionally Education Canada*, which is a peer reviewed paper, that the committee had an opportunity to discuss with me, points out that Nunavut is probably one of the best jurisdictions in Canada and indeed is on cutting or leading edge when it comes to inclusive schooling in the country.

Our inclusively schooling section is charter compliant, and we have looked at other jurisdictions and we do believe that we compare quite favourably. We have actually taken a more *Inuit Qaujimagatuqangit*, or IQ, inclusive approach when we look at inclusive schooling. Basically we established that all students are entitled to adjustments or supports if they need them in order to meet curricular outcomes and with that amendment, we helped guide the determination of what supports or adjustments a student may need. So I think that was quite an exciting section within the Act itself.

And again, I think when you have a peer reviewed paper, that means the best educators, and so on, who go back into a school system and look at what you're doing, they come back and say that there is a national standard, indeed that is nationally recognized, by

what we're doing, which is culturally inclusive and indeed language inclusive. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. I know one of the other issues that were raised was ensuring that the DEAs and the schools had resources to deal with the problems with inclusive education. I'm just wondering if the minister could give us a summary of how those issues have been dealt with. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: What we have done in the Act, Mr. Chairman, is allowing for oversight of inclusive schooling and that is to be looked at on a school-by-school, student-by-student, case-by-case basis.

In the Act itself, it establishes that our DEAs would oversee the delivery of inclusive schooling and that would probably be carried out through the general direction of our principals. And also, if there was a mediation of a dispute of what type of inclusive schooling was happening, for example, if it wasn't meeting the requirement of the parent, the teacher, and most importantly the student, then we would have actually the establishment of an appeal panel, when necessary, to be able to review that.

So it gives us the supporting mechanism, but for the first time ever, you have it in legislation and there's no cost issue for who gets supported. It's supported based on the needs of the student and what we can do within the school system itself. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. That's a responsibility that has been devolved to the district education authorities and through them, the principal would determine what their inclusive education requirements would be as far as resource-wise and what their needs would be, and that would be provided by the department. Is that what the minister is saying? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Yes, Mr. Chairman. All the staff are paid by the department. Any capital expenditures or capital construction, or any of them that would be needed to accommodate the student would be covered off by the DEA and if the DEA wasn't in a position to be able to do that, then we would have to do it through the Department of Education. The DEAs do have an extra O&M budget also for the communities and that could be used to cover off equipment and supplies if needed or by the Department of Education. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 41. Do you agree?

Some Members: Agreed.

Chairman: Clause 42. Do you agree?

Some Members: Agreed.

Chairman: Clause 43. Do you agree? Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Chairman. I just need a clarification here. So do I understand then that clause 41 is eligibility criteria, 42 is who will have the oversight, and 43 is how clause 41 and 42 will be carried out? (interpretation) Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Yes, the member is correct. When we look at 41, it actually speaks about what inclusive schooling is and inclusive schooling entitlement. When we look at clause 42, it's the oversight of the inclusive schooling and we just talked about that with some of the questions that Mr. Tootoo asked. So the answer to the member's question is he's correct. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Arvaluk.

Mr. Arvaluk: Thank you. (interpretation) That's all.

Chairman: Clause 43. Do you agree?

Some Members: Agreed.

Chairman: Clause 44. Do you agree?

Some Members: Agreed.

Chairman: Clause 45. Do you agree?

Some Members: Agreed.

Chairman: Clause 46. Do you agree?

Some Members: Agreed.

Chairman: Clause 47. Do you agree?

Some Members: Agreed.

Chairman: Clause 48. Do you agree?

Some Members: Agreed.

Chairman: Clause 49. Do you agree?

Some Members: Agreed.

Chairman: Clause 50. Do you agree?

Some Members: Agreed.

Chairman: Clause 51. Do you agree?

Some Members: Agreed.

Chairman: Clause 52. Do you agree?

Some Members: Agreed.

Chairman: Clause 53. Do you agree? Mr. Arvaluk.

Mr. Arvaluk: Thank you, Mr. Chairman. So for everything in those clauses up to clause 53, you were mentioning a few clauses that relate to DEAs, or speaks about, or authorizing the DEA for the purpose of local control. If the bill is passed, will you be issuing to DEAs what parts and what clauses in this bill relate to them so that they will know exactly where to look? Thank you, Mr. Chairman.

Chairman: Thank you, Member. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. As the members have said in the opening comments, we had over 70 amendments to the bill originally. It's quite a large piece of legislation and indeed it's over 100 pages. So one of the things that the committee had suggested and we thought was a good suggestion was to come forward with a companion to the legislation.

So basically it would be an easy-to-read guide of where the different parts of the legislation are. For example, if there was an issue on inclusive schooling, the DEA would have the easy-to-read section. They wouldn't have to take the whole 100 pages of legislation of the bill which is all full of legalese. They would actually have a common read guide overview of the Act itself. It's the first time ever we're doing that with any type of legislation in Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 53. Do you agree?

Some Members: Agreed.

Chairman: Clause 54. Do you agree? Mr. Curley.

Mr. Curley (interpretation): Thank you, Mr. Chairman. I find that section 54 is very important and a lot of students who drop out or that are not graduating, it states I can see as I read through it going on to 55, but I expected to see in regard to bullying because a lot of times, students don't want to go to school because of bullying.

I wonder looking at 54(2), "Students have a personal responsibility to help maintain a welcoming, positive and safe school environment." I think it stipulates that there shouldn't be any bullying. I don't see how they will handle bullying in there. How is that handled, especially if smaller and slower students are bullied? It states that the students should participate. What happens to them? (interpretation ends) Thank you.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Under this section, I think it's more open now and a more positive section. We actually did a lot of work with this section and it came from the community consultations that we had. Indeed, it's more *Inuit Qaujimagatuqangit*, or IQ, oriented version and more friendly.

Basically, what we're saying is that students are now required to follow school rules, but we're also saying that we must help maintain a very welcoming, positive and safe school environment. And that goes directly into what the member just spoke about when we talk about bullying.

No longer is bullying just within the four walls of a school, or a classroom, or in the playground, now, we see where some of our students are being bullied through what we call 'cyber bullying,' where kids have all access to Internet and sometimes they say things on MSN Messenger, or Bebo, or one of these sites, and that can be just as emotionally scarring as what we see when someone has been physically attacked, or whatever, when it comes to bullying.

What we have done in our schools is we have a wraparound process, we have what we call tribes in schools. All of these different mechanisms, processes, and projects within the school itself talk about how we treat each other with respect and so on. I think we have been more proactive and we have actually seen a pretty good turnaround of what's happening in the school, but we have seen a disturbing trend of more outside-of-the-classroom, of the cyber type of bullying.

What I would like to do, Mr. Chairman, is ask maybe if Kathy, the Deputy Minister, would like to just add to what I have said about bullying and how we're dealing with it in the context to what Mr. Curley's question was. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Ms. Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. Just to add to the minister's comments, this legislation states that the DEA has the power to make regulations on student participation and to be involved where the students will have to follow. It would state how they're supposed to behave in the classrooms and what rules they should have in the schools. If they think what problems might arise or if they suspect that students are not behaving, they would be able to use that within their school. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. (interpretation ends) Clause 54. Do you agree?

Some Members: Agreed.

Chairman: Clause 55. Mr. Curley.

Mr. Curley (interpretation): Under clause 55(1), the parents should participate more. I heard this winter in Rankin Inlet in regard to the school that teachers sometimes don't discipline the students because they're more scared of the students' parents. Clause 55(1) states, "A parent of a student who is not an adult has the responsibility to be involved in decisions that affect his or her education or his or her health or safety in the school." Can we get more information on whether the parents or people will be fully informed of this section? Thank you.

Chairman (interpretation): Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I think we're quite excited about parent participation and one of the comments Mr. Tootoo made on the Act itself, I think he made a good point, he talked about the drop-out rates.

One of the things that I have been saying as Minister of Education, and people are probably tired of hearing me saying it, over the last four years, I have seen in the education system that we really got to have that parental support to support our teachers and our children in school. When parents aren't involved in the education system, when we have social problems at home, when you see children sleeping on the floor and they don't have a proper bedroom, the houses are overcrowded and some of the other social issues that we have, then how do you expect that child to get up in the morning and go to school?

We know, for example, almost every one of our schools right now in Nunavut, over the last five years, have had to put a breakfast program in the school because children come to school hungry. That's just a fact of life. So as leaders, we need to be able to articulate this and we should be able to speak in a public forum like that.

And I appreciate the question that Mr. Curley has been raising and that's an important part. In this section here, in Parent Participation, we talk about how a parent should be involved in all aspects of the education system of their child but we also point something else out which is an extreme fact in Nunavut. It says in the Act, if you look at it on page 34, "A parent of a student who is not an adult," and so sometimes parents aren't adults, sometimes parents are 16, 17, 18, and 19, and they need support because they might still be in school.

So we need to be able to look at: how do we have a parent participation program that works? So that's what this section is doing and what the section itself is saying is that we want parents to be involved in our children's education, and that includes observing instruction in the school at times and making sure that all parents can be involved.

Not all parents may be able to be actively involved in all aspects of a student's life. But where they can contribute, we want to say in the *Education Act*, that they are welcome to come to the school. And I think that's a very important role and I appreciate the member raising this section in the Act. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. (interpretation) Mr. Chairman, I would like to thank the minister for his answer. The students are encouraged to go to school by their parents because the parents want them to have a good education. If they don't want to go to school and they want to sleep in, sometimes this is not always the case. What are you going to be using if the parents are not encouraging their children to go to school? What are you going to do with the parents? Thank you.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Mr. Curley is really hitting at the heart of a big problem we have in Nunavut when we look at our schools. When we track our children through the school system from K-12 and we have the stats to show, if our children are attending school 80 percent of the time, they are graduating, they are passing, and they are being successful. Mr. Curley is right on the mark.

What happens is we see when our children get to grade 7, grade 8, and grade 9, sometimes in grade 6, they start to fall off going to school, they don't come on Monday afternoons and they come Wednesday mornings, and so on. The big issue is, as Mr. Curley just said, a lot of our children can't get out of bed in the morning because parents may not be able to be home to wake them up, parents are working, or the other socio-economic problems that are occurring in the house.

I have said, and many of you heard me say this many times and I think it's true, when you go to a graduation, when I was at the chairman's graduation in Clyde River and when I have been throughout Nunavut at graduations, the first thing those graduates say, it

doesn't matter if they're in Clyde River, or Gjoa Haven, or if they're in Iqaluit, when they're on stage is, "Thank you, mom and dad, for getting me out of bed in the morning."

You don't hear that when you're at graduations in the south for example. Our situation is different because it's daylight in a lot of our communities in the spring all the time and when the kids have an opportunity, they walk around all night long. It's a little bit different and there are some other issues there. So what we have done in the Act here, and I'm glad Mr. Curley raised it again, is that following IQ, or *Inuit Qaujimajatugangit*, we have set up what we call a DEA attendance policy within the Act where the DEAs now can enforce a policy based on what their reality is in their home community.

Plus, for the first time ever in the Act, we have budgeted for a school counsellor position for every school in Nunavut. That was not the case, certainly wasn't the case, and isn't the case right up until today. Teachers should not have to phone parents and say, "Little Eddy is not in school today." That's why you need to have that community school counsellor who can liaison with the parents, who can talk to the children, who can help them get back into the school, and find out what the problem is, whether it's a family problem, is it a problem at home, is it a problem in the school.

So in that section, and the member again is correct, there is a role there for the DEA and this is how we're trying to incorporate *Inuit Qaujimajatugangit* within the Act, and that's why, all through the Act, we say you see this type of policy. So hopefully that helps clarify the question. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. I appreciate that. I understand it and I do read that under section 2(e), where the *Inuit Qaujimajatugangit* and so on is under the direction of the education authority.

What I'm getting at is if there is no provision within the law that is stipulated clearly exactly what the consequences would be for parents who are not actually complying with this provision, to ensure their kids and students go to school and so on, if there is no consequential fines or anything, or reprimands for parents and whatnot, I don't see how they can be compelled to comply with the law when it's referred back to a group that has no real legislative authority or anything.

So having said that, can the minister give an example of exactly how the parents are going to be dealt with? I think they should be compelled to attend even sensitivity training or something so that they can understand exactly what attending properly means for their children. Thank you.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. When we were doing our community consultations, in the old Act, we had fines. So if a child didn't attend school and was a

non-attender, we could fine the parents a set amount, \$1,000 or \$1,500. However, when we looked at the research in the Act itself, we had never applied that, meaning we actually never fined parents for not allowing their child to come to school.

And once we got into more and more of a debate on the issue, we found out that, in a lot of cases, for parents, when you have a teenager who is 14, 15, or 16 and when you go in and say, "Listen Eddy, get out of bed and go to school," a lot of parents are intimidated by these kids today.

We heard at our public consultations, when you have a teenager, some of the parents are afraid. How do you deal with that? Do you fine the parents who are afraid to send their child to school because their kid is angry and doesn't want to go to school for whatever reason? So it was a very difficult situation. So what we have done is we have taken out the penalty of a fine to the parents. Is the responsibility on the parent to get the child to school or how do we help and support the parents?

So using *Inuit Qaujimatugangit*, under the IQ, and this is what makes this Act so unique across Canada, we talk about how do you have the community school counsellor, how does the local DEA, who knows the family, knows the community, knows the child, work with the family and say, "Listen, maybe Eddy has to come to school. How do we help Eddy get up and go to school?" We have seen that demonstrated in two or three of our communities where this type of program has worked.

In our community consultations and working with the standing committee, we felt that we have never used the hammer of a fine, why have it in there? Replace it and use it with a more opening policy and put some of the onus not just on the family but try and support them to get the children into school, and that's what we have here now in the new Act. So hopefully that helps clarify the question. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 55. Do you agree?

Some Members: Agreed.

Chairman: Thank you, Minister. Clause 56. Do you agree? Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I would just like some clarification on this particular clause. I interpret it to mean that the parents can request to sit in on a class to observe, but then the principal would determine if it's not "in the best interest of the student, the parent, the teacher, or the other students." Now, what examples could you give us why a principal would decline a parent's request to sit in and observe their child in a classroom? Thank you, Mr. Chairman.

Chairman: Thank you, Member. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Again, there's a little bit of a unique aspect to the member's question. Just to clarify, if I'm a teacher in a classroom, and I might be

involved Monday to Friday with my children in the classroom, teaching my students, my pupils, and then all of sudden, I have an exam on a Friday morning, or a Thursday morning, or a Wednesday morning, if a parent wants to come in and observe the class, then the person who is in charge of the school is the principal.

If I say I want to come in and monitor Keith's class, then the parent has an opportunity to go to the principal and say, "Look, my son is a student in Keith's class and I would like to come in and see how he's doing for half an hour or an hour," and that would be welcomed by the school.

However, they want to make sure that it's scheduled between the teacher's schedule, depending if they're doing the exam or what's happening with the kids, and that's the reason why you would ask the principal to allow them to schedule. We don't want anyone just showing up and going into the classroom, and so on, that's a workplace. We don't want the teacher to be intimidated by someone coming in. They might have the feeling that they're being monitored and so on; this should be a positive happening.

Every school in Nunavut, every teacher in Nunavut welcomes the opportunity to have parents come by and share in their child, their student's successes and failures in the school, and get a piece of that and experience that. So that's why you would want to go to the principal to make that appointment so that it doesn't interfere. There might be five other parents who wanted to go in on a Tuesday morning and maybe that would be too much for the teacher.

So we don't want a situation where the teacher is put into the position that they may feel that they're being monitored or evaluated because that's not what this is about and that's why the principal would have that discretionary power. So hopefully that clarifies that question. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Yes, it seems like a positive clause when you explain it that way. On the Responsibility to observe, (2), this is a bit on the flipside; this is where the school would like the parent to observe the student, their child if the opinion of the principal would be in the best interest of the student. Could you give me an example why a principal would want the parent to observe their child? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. That seems a little bit convoluted, but basically what it means is that a parent of a student has a responsibility to see the student during instruction if the principal says, "Look, when we're doing just talking and having an open conversation in the classroom, your child does very well. But when we're trying to instruct in the classroom, your child may be disruptive. There may be an opportunity for you to come in when we're doing instruction and observe your child at that time

because maybe it's the behaviour that the teacher would like you to see that your child is experiencing or doing." So that's the reason for that clause. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that information. If you're a student and your parents or one of your parents come to your class, don't you think that perhaps the student is going to modify their behaviour while the parent is there? They could be on their best behaviour. How would you overcome that so that the parent actually can somehow observe their child in action without the child actually knowing that their parent is observing them? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: We could put a two-way mirror in the classroom, Mr. Chairman... no. Mr. Chairman, I think basically what we're saying right here is that if a parent wants to come in and observe their child and that's well welcomed by the school, we have explained how that process would work.

If the teacher, in consultation with principal, says, "Look, this is great that Keith would like to come in and watch his child in the classroom," then you would expect, of course, that if the parent is in the classroom, the child may be at their best behaviour if there had been behavioural problems in the past. However, in some cases, it's just the opposite. When the parent is in the classroom, some kids my might say, "My dad is here. I can do whatever I want because he or she is the boss." So it's kind of a two-way street at times.

And again, the teacher, who is in the classroom with the student, with the children, would have the best idea of how to facilitate that observation period. If they request that it happen during instructional time, then probably I would suggest that the principal, the teacher, and the parent would have probably gotten together and said, "Look, we would like you to come in during instructional time and here's the reason for that." It wouldn't just happen.

So I think, through the legislation here, it allows the teacher and the school, but also with the parent, to be able to facilitate that observation. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that information. In the event that the principal requests the parent to come in and observe the student but the parent declines, what remedy does the school have to encourage the parent to be more proactive and come in to participate in the education of their child? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I think that's what makes our schools a little bit more culturally unique. When we use *Inuit Qaujimagatuqangit*, we know that, in our culture in Nunavut, it's not right to be aggressive and to tell people what to do. Everyone has their own *Isuma*, their own way of thinking. If a teacher says, "I want you in the classroom," and so on, and the parent says, "No," you don't have the right to force them. They have the right to have their own idea.

However, we do have two mechanisms in place to be able to support us in seeing what the issue is with the parent and hopefully help them make that transition to come into the classroom if that's what has been requested by the school. One resource is using the community school counsellor that we have talked about, who should be the liaison between the family, the school, and indeed the community, and the second is of course with the DEA.

If the issue is a serious enough issue and the teacher feels that it would be a valuable experience for the parent to come into the classroom and monitor as requested, then that teacher can approach the local DEA also and say, "I've got an issue here. How do we help out?" I think that's again using *Inuit Qaujimagatuqangit*, not being aggressive and telling people what to do and force them, by using those two mechanisms between the school and DEA, as well as using the resource of the school community counsellor would be the optimum way to go. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 56. Do you agree?

Some Members: Agreed.

Chairman: Clause 57. Do you agree?

Some Members: Agreed.

Chairman: Clause 58. Do you agree? Mr. Curley.

Mr. Curley (interpretation): I would like to ask the minister in regard to *Inuuqatigiittiarniq* Policy. I clearly understand 58(1) where it says, "A district education authority shall develop a policy for students..." Do you already have a policy in place? Is the policy going to be part of the curriculum or not? Will it be implemented in the school? (interpretation ends) Thank you.

Chairman (interpretation): Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. This is again a new section within the Act. Here we talk about how we want our students to behave within the school and outside of the school. Mr. Curley raised that earlier with the bullying issue and this follows right alongside of what we have been speaking about.

We have processes right now in our schools across Nunavut and we have a wraparound, I

talked about the tribes program for example. The DEA has an opportunity within legislation to expand all of that and look at it from their unique community's perspective. In a bigger community like Rankin Inlet, or Cambridge Bay, or Iqaluit, maybe the policy would be a little bit different, let's say, than Whale Cove, or Grise Fiord, or Resolute Bay.

The flexibility in the Act allows for each DEA to be able to develop their policy within the framework or guidelines through the legislation. So the guideline says, "Have a friendly and opening school with respect for each other," then the DEAs can broaden that and say, "Respect also means when you're in the playground, when you're away from school, when you're at home," It could involve, for example, cyber bullying that we have already talked about, and so on.

So the current Act also provides the DEA the opportunity, the resources, and the tools to be able to maybe be more proactive when we look at that policy in the school. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 58. Do you agree?

Some Members: Agreed.

Chairman: Clause 59. Do you agree?

Some Members: Agreed.

Chairman: Clause 60. Do you agree?

Some Members: Agreed.

Chairman: Clause 61. Do you agree?

Some Members: Agreed.

Chairman: Clause 62. Do you agree? Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I was reading through this clause and I'm just wondering: is there a limit to how many times a student could be suspended by their principal? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. In the legislation itself, the policy can make rules about what's available on the suspensions. This is again a new section of the Act and we tried to incorporate what we heard from communities when we talked about in-school suspensions and so on.

The principal can suspend up to a maximum of five days but under the policy itself, they can change that where he or she, as principal, might be able to do that three, or four, or five times, depending on the seriousness of the situation, depending on the work that will be done with the DEA, and what type of extra suspension policy that would be put in place to support the disciplinary measures that needed to be taken in the school itself. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that answer. Some students may be very disruptive. I would think two or three suspensions and then they move into the DEA level where they suspend or eventually to expulsion. For the record, could you clarify who would set the number of times a student could be suspended before they move to the next level, up to the suspension by a DEA or eventually expulsion from the school? Could the minister clarify that, please? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. In our new Act, again this gives more flexibility to the local DEA and more control to the local DEA. The suspension by the principal can be up to a maximum of five days and if we follow along in the Act itself, in sections 63 and 64, we talk about different types of suspensions; in-school suspensions, out of school suspensions, and so on.

Specifically on this section here, the principal can allow up to five days and then the DEA can step in after reviewing it and say, "Maybe that should have been for ten days," and the DEA can put more days in if needed. So they have the opportunity to jump in at any time to give a longer suspension in the cases that the member is talking about.

But farther on into the Act, when we heard from the constituency-at-large, when we did our community consultations, we found out that a lot of parents didn't like the idea of just suspending and sending a kid home because "Once you send me home from school, I think it's a holiday. I go home. My mom and dad are working. Now, I'm watching TV. I'm not doing anything."

Wouldn't it be more constructive, when we did our community consultations, by funding the DEA so if there was a need to have in-school suspensions, that when Eddy gets suspended for five days, he is suspended for all extracurricular activities like soccer and hockey and everything else, and he has to go to a detention room from nine-to-three or whatever the regular school hours are and have to do homework given to him by the teachers. So he's suspended from everything in the school and is in a room with other people who might be suspended, monitored, and does his school work, and so on. That type of in-school suspension could be for five or ten days.

If the issue and the incident was so serious that the child would have to be expelled from school, again the DEA could look at the policy on the maximum times available in

consultation with the principal and indeed the teacher that has been involved. Also, the legislation, for the first time, talks about school assistance. When a child is expelled from school, in some cases, the parents aren't helpful. So the school, through the DEA, has to put a return-to-school assistance program.

The DEA would be key in making and ensuring that when the child is out of school, someone is actually following them and not just being thrown out. Saying, "You're not working out here, just go home," no, we can't do that. We have the school counsellor and some of the officials at the school with the local DEA making sure that there's aftercare given to the student. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister. I understand what you're saying.

If I'm the school principal and I suspend a student the first time for five days with an in-school suspension, which the Kitikmeot DEAs support, and the minister and I met with the DEAs and they wanted that, it's good, but then a month later, the same student gets suspended again up to a maximum of five days, and then a month later, it's the same student, how many times does that occur before I'm the principal and say that this can't continue - three suspensions of five to ten days, five suspensions of five to ten days? What's the upper limit before someone takes a really proactive action to deal with the student? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Through the Act itself, it talks about what type of collaboration and responses that have to occur before a child is suspended. That includes work with the principal, the teacher involved, and the student, contacting the parents, and work with the local DEA. So there's a whole range of things that have to occur.

If the principal feels that the issue, on review, is a very serious situation and the child has been a repeat offender, for example, then the DEA has an opportunity to look at a longer suspension if needed and at that time, other resources might be needed. So we already talked about the school counsellor, but maybe there are some other underlying issues that are causing the issue with the child and maybe that would be part of the recommendation from the DEA is that we need to seek help for the child.

We've had some cases where some children have been violent in the past and if, for example, the RCMP is called, then all of a sudden, it falls out of our hands because there may be criminal charges and everything laid. So each case has to be judge on its own merits.

What this legislation does, in legislation, it says that there has to be actions and strategies taken by the parents, in cooperation with the school and the staff, to make sure that we can take and help that student make the transition back into the classroom because at the end of the day, that's what they're trying to do. Thank you, Mr. Chairman.

Chairman (Mr. Kattuk): Thank you, Mr. Picco. (interpretation) Is that all? (interpretation ends) Clause 62. Agreed?

Some Members: Agreed.

Chairman: Clause 63. Agreed?

Some Members: Agreed.

Chairman: Clause 64. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just a quick question on this, I know that there were some issues raised by some of the stakeholders on it. I'm just wondering if the minister could give an indication as to how those issues have been resolved. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I know that there were some concerns when we were doing our consultations with, for example, the NTA and some of our communities when we were looking at in-school suspensions to ensure the safety of not only the students but also of the teachers, and so on.

Again, each suspension, it's in the legislation itself now, is dealt with on a case-by-case basis. So for example, if a student was being violent and there was a concern, because in 99 percent of the cases, the teachers and the faculty in the school, the DEA, and the community know the individual, if there was an issue, they wouldn't put that child in a situation where we would be putting at risk teachers and indeed other students.

So I think overall, on the school suspensions and so on, there has been considerable support for it and I think, by clarification, the NTA has a better feel for it when we look at what's in the legislation itself. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you, Mr. Chairman. I have a bit of concern with the *Inuuqatigiittiarniq* Policy being too broad, way too broad. It leaves the discretion to local education authorities to define what *Inuuqatigiittiarniq* Policy means. It could be a non-policy in some communities and that's what I'm afraid of.

I'm sure the minister has experience in dealing with students being suspended from school activities and school programs, the curriculum involvement, but without really having a real program for the one student that is under suspension, whether or not the student should remain in the school facility, and not having a proper guideline, puts the safety of the students or others in question.

I would have hoped to see some examples of what the *Inuuqatigiittiarniq* Policy is. I want to give you an example. Some of the Inuit organizations have summer programs now for young men and women.

One of the programs is called, 'Somebody's Daughter,' *Kiakiaruuq Paninga*. They take these young ladies and they have tutors, like elderly ladies, spend two weeks with them at camps and treat them exactly as the elders were raised, and taught relationships and the survival skills and everything, do operate and also to learn about sensitivities with relationships with others. So that program is becoming really quite popular and the list is really competitive as to who is going to be eligible to go. I know the young men are also taught. I know, for instance, John Qaunaq from Repulse Bay and people have said he is really quite actively involved.

I would hope that the students with special problems would be steered towards, instead of leaving it to this undefined policy. It will settle the whole problem of learning problems or students under suspension. Could the minister at least indicate to this committee that these are the kinds of things that he may be hoping, that the policy would steer some of these students? Thank you.

Chairman: Thank you, Mr. Curley. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Again, the member is being very perceptive. What the policy is trying to outline is that we want to have a friendly and welcoming environment in the school. To do that, each community may be a little bit different and each school may be a little bit different.

For the first time ever, this legislation gives each school and the DEA an opportunity, within that policy, to be able to look at how they define what their school would be and so on. So the DEA can direct, for example, that Mr. Qaunaq, if it was in Repulse Bay, would be able to look at helping, mentoring, and providing some of that elder leadership. And that's what makes this policy so unique.

We didn't want to make it so structured that each DEA would have to conform because what might be culturally acceptable or what might be community acceptable in one community may not be as much in a smaller community as opposed to a larger community when you have different cultures, for example, like in Iqaluit, or a larger community like Rankin Inlet, or indeed in Cambridge Bay. So that policy allows for that to be implemented.

I don't know if the deputy minister would like to add anything to that, Mr. Kattuk, Madam Okpik. Thank you, Mr. Chairman.

Chairman: Thank you. Madam Okpik.

Ms. Okpik (interpretation): Thank you, Mr. Chairman. All the things that were discussed just now about can be used by the local district education authorities. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Mr. Curley

Mr. Curley (interpretation): I have been given a rope by a student who was taught to make it that way. There was one girl who was treated like a daughter, she included on a trip out on the land for two weeks. As a result of her experience, she opened right up, was friendlier, and became more helpful to her elders after she took that course. I feel that this is very good.

I would like to thank the minister and his deputy. It's very good for the elders, too, who don't earn a lot of money because they're making some money. At the same time, I know that this will be used here in the Baffin region as well. It's a very good program. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Mr. Curley. That was just a comment. (interpretation ends) Clause 64. Agreed?

Some Members: Agreed.

Chairman: Clause 65?

Some Members: Agreed.

Chairman: Clause 66?

Some Members: Agreed.

Chairman: Clause 67?

Some Members: Agreed.

Chairman: Clause 68. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. Clause 67 is regarding counselling services. I'm not sure of what the term is in Inuktitut for a school counsellor. It would seem that the DEA should have the authority to be able to hire a counsellor because they're the best people who know about those different people who would be

most qualified. I wonder if the minister can tell me: does it state in that legislation where the DEA can have the authority to hire counsellors? Thank you.

Chairman (interpretation): Thank you, Mr. Arvaluk. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. We have a process in place through the hiring of counsellors and we fund those positions through the Government of Nunavut. I'll just ask the deputy minister if she would like to add that. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Ms. Okpik.

Ms. Kathy Okpik (interpretation): Thank you, Mr. Chairman. In all our schools, we call them school community counsellors. Those who apply for positions are from the communities, they know the community, they're usually local people who apply, and some of them are elders who are usually given priority if they work in the school. Thank you, Mr. Chairman.

Chairman (interpretation): Thank you, Ms. Okpik. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The counsellor, a lot of times even when an employee is not doing a good job, it's very difficult to get rid of them. If school counsellors don't have the qualifications to do a proper job, can they be replaced? Does the DEA have the authority to replace them? Thank you.

Chairman (interpretation): Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. When we're dealing with employees, we have to be respectful of their position and indeed when they're in a collective agreement situation, we just can't go in and let them go or terminate their employment. What has to happen, and again it's outlined within the framework of the *Public Service Act* and the collective agreements that are in place, is that proper letters of reprimand would have to be placed under file and so on and so forth, and then dismissal because of not doing their job or job dissatisfaction could occur.

I appreciate the member raising the issue because within the policy itself, and we just spoke about it earlier, it also gives the DEAs an opportunity to be able to hire some other positions. So a person that may be hired, for example, as a counsellor, who is an elder, may not have the grade 11 or grade 12 academics that they might need, but certainly would have the lifelong experience in counselling skills and having the language skills to be able to deal at that level. So that has to be taken into account, too.

So hopefully that helps clarify the question by the member. Also, in this new legislation, we actually have the training for our counselling staff and so on. That has been an issue in the past because of issues with the collective agreement and the different funding mechanisms that are in place for professional development, or PD, for different staff in the school. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. (interpretation) Is that all? (interpretation ends)
Clause 67?

Some Members: Agreed.

Chairman: Clause 68?

Some Members: Agreed.

Chairman: Clause 69?

Some Members: Agreed.

Chairman: Clause 70?

Some Members: Agreed.

Chairman: Clause 71?

Some Members: Agreed.

Chairman: Clause 72?

Some Members: Agreed.

Chairman: Clause 73?

Some Members: Agreed.

Chairman: Clause 74?

Some Members: Agreed.

Chairman: Clause 75?

Some Members: Agreed.

Chairman: Clause 76?

Some Members: Agreed.

Chairman: Clause 77?

Some Members: Agreed.

Chairman: Clause 78?

Some Members: Agreed.

Chairman: Clause 79?

Some Members: Agreed.

Chairman: Clause 80?

Some Members: Agreed.

Chairman: Clause 81?

Some Members: Agreed.

Chairman: Clause 82?

Some Members: Agreed.

Chairman: Clause 83?

Some Members: Agreed.

Chairman: Clause 84?

Some Members: Agreed.

Chairman: Clause 85?

Some Members: Agreed.

Chairman: Clause 86?

Some Members: Agreed.

Chairman: Clause 87?

Some Members: Agreed.

Chairman: Clause 88?

Some Members: Agreed.

Chairman: Clause 89? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just on education staff, and I know I could have probably asked it in clause 1, I know that there were some concerns raised in regard to the definition of a teacher and I'm just wondering if the minister or his officials could give an indication of how that issue was addressed. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I thank the member for the question. We did have some good debate on what defines a teacher.

What we have been doing is using the national classification of an educator/teacher in the country so that we meet and maintain the formal role within the Act itself, under the legislation, so they're aware of that number. So that's what we agreed to do. The national definition of an educator includes all employees in the public education system that are required to have a teaching certification, and that was the verbiage that were used. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. It's rare to hear the minister using "verbiage." I know one of the concerns that were raised is that they wanted to have staff, if they had a teacher's certificate while working in the curriculum development area, that weren't in the classroom. In that definition, is that something that has been addressed? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. There was some concern, for example, that other people who were in the school, who might take on the role of a teacher when the school was short-staffed, should be counted. We did not move in that direction.

We used what the national definition was, which is being used nationally across all jurisdictions. For example, it doesn't include school community counsellors, teaching assistants, teachers on leave, substitute teachers, but it does include other positions. It doesn't include the people in the learning centres that the member indicated. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Maybe the minister misheard my question. I didn't say people working in the learning centres; I was saying if the Department of Education had staff working, let's say, in the curriculum development role or in another role within the department that had a teaching certificate. Would those fall under that national standard definition that he mentioned that they're using? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. A good example is if there's a requirement to have your teaching certificate. So as an example, Kathy has her teaching certificate but it's not required because she's the deputy minister. Brad has his teaching certificate but it's not required because he's working in a senior position. So in cases that the national standard or the national definition is in place where it is required to have a teaching certificate, you would be considered a teacher for that policy. Thank you, Mr. Chairman.

Chairman: Thank you. (interpretation) Is that all? (interpretation ends) We're on clause 89. Agreed?

Some Members: Agreed.

Chairman: Clause 90?

Some Members: Agreed.

Chairman: Clause 91?

Some Members: Agreed.

Chairman: Clause 91.1?

Some Members: Agreed.

Chairman: Clause 92?

Some Members: Agreed.

Chairman: Clause 93?

Some Members: Agreed.

Chairman: Clause 94?

Some Members: Agreed.

Chairman: Clause 95?

Some Members: Agreed.

Chairman: Clause 96?

Some Members: Agreed.

Chairman: Clause 97?

Some Members: Agreed.

Chairman: Clause 98?

Some Members: Agreed.

Chairman: Clause 99?

Some Members: Agreed.

Chairman: Clause 100?

Some Members: Agreed.

Chairman: Clause 101?

Some Members: Agreed.

Chairman: Clause 102?

Some Members: Agreed.

Chairman: Clause 103? Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I would just like to ask the minister if he could explain how the certification process works in Nunavut with respect to hiring teachers from different provinces to come work up here in Nunavut. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I know there have been some issues with certification or indeed being placed on the proper pay step and level with some constituents in the member's riding. Basically all certification is detailed within the regulations of the Act itself, but a cursory review of certification occurs when the person is employed.

Let's say that person is coming out of Alberta and wants to work in Cambridge Bay. If they need a bachelor of education, when they're initially hired, they give us what their qualifications are, they're interviewed, and then they have to provide the documentation that proves the degrees, the background, and the experience that they say they have, they actually have. While that is occurring, they're placed on a certain band on the pay level until all that information is forthcoming to the registrar, and once that occurs and if there's additional information, then they're put on the proper pay level and so on.

The actual certification of the teacher is detailed within the legislation itself and that's just a thumbnail sketch of how it works. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that answer. I have asked the minister this before, but isn't there a way to streamline the process between the different jurisdictions? So if you're certified in Ontario and you come to Nunavut, why can't you rely on Ontario's certification process when you're hiring a teacher for Nunavut? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is aware that a few weeks ago, Premier Okalik was in meetings with the other national Premiers talking about mobility rights within Canada and indeed how the certification for different trades, whether they be in the provincial red seal trade or indeed if they are a doctor, or lawyer, or a candlestick maker, can be broached between jurisdictions, provinces, and territories.

The certification by Nunavut, we have to have our own certification processes in place, which I think is only rightfully so. In the regulations in the Act, it does outline what those certification processes are. Just because you have been certified today in Ontario and then six months later you come forward and you want to apply in Nunavut, we still need to be able to check the certification and ensure that it's up to date, it's current, and that the information that's being provided is correct.

We have had incidences in the past, for example, where certification has been checked and we've had people who were working under assumed names, who have come to Nunavut, who had psychology degrees and didn't, and so on and so forth. So the certification process needs to be in place. It needs to be rigidly enforced. And I think it's a good thing that, within the legislation itself, we're able to do that certification locally and for Nunavummiut. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister for that explanation. I have no doubt that the certification process is probably a necessary thing and a good thing as we do tend to get some strange people up here under assumed names and qualifications. Nowadays, you can go online and order a doctor's certificate for \$100 and you're a doctor.

Having said that, I have talked to a number of my constituents in Cambridge Bay who are teachers and they find that the certification process in Nunavut is fairly onerous compared to other jurisdictions where they have applied and had to go through their certification process.

So I'm wondering if the minister could perhaps clarify why there seems to be a feeling amongst some of the teachers that Nunavut has one of the most onerous certification processes in the entire country. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Peterson. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I can't speak to the reasons, or feelings, or opinions of some people who believe that the certification system in Nunavut is onerous.

What I can suggest to you is that if you have been a teacher for 30 years, working out of Ontario, and all of a sudden, you apply to come to Nunavut and you haven't gone through the certification process in Ontario for 30 years because you have been working there, then yes, it might be a bit slow for you and because you have been a teacher for a long period of time, you might feel that it's not working out.

At any given year, we can hire 100, 200 or more teachers across the territory. We do hear it at the end of the day and I'm sure the NTA here has, maybe 10 or 12 percent, had some issues with their certification. When I have followed up on some of these concerns and I have heard them, in most cases, it's because information that an individual has given hasn't arrived properly or on time to the registrar.

I do know, for an example, that in this particular case I think we're talking about in the member's constituency, I believe the registrar had changed positions or wasn't in the position for a while and that caused some delay. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I thank the minister. Could the minister perhaps explain or provide some assurances that when you go through the recruiting process at a certain time during the year, that the process is clearly explained to the teachers and when they do have to initiate the certification, that there are people that are available to help them through the process to make sure they know what information is required, what steps they have to follow, and that there are people there to answer the telephones, respond to emails in a timely fashion and not let it go for one or two months?

That just slows down the process and then the teacher ends up getting back pay in December or January when the school year actually started in August. The minister could perhaps provide some assurances in that regard. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. We agree with the member. We were trying to recruit teachers and other staff. When they have been hired, they're in their community and they're not receiving their pay on time, that wouldn't meet the satisfaction of anyone. So we have talked about that within the department and we have looked at how we can be

more expeditious in making sure the certification processes can occur. Thank you, Mr. Chairman.

Chairman: Thank you, Minister Picco. (interpretation) Is that all? (interpretation ends) We're on clause 103. Agreed?

Some Members: Agreed.

Chairman: Clause 104. Agreed?

Some Members: Agreed.

Chairman: Clause 105. Agreed?

Some Members: Agreed.

Chairman: Clause 106. Agreed?

Some Members: Agreed.

Chairman: Clause 107. Agreed?

Some Members: Agreed.

Chairman: Clause 108. Agreed?

Some Members: Agreed.

Chairman: Clause 109. Agreed?

Some Members: Agreed.

Chairman: Clause 110. Agreed?

Some Members: Agreed.

Chairman: Clause 111. Agreed?

Some Members: Agreed.

Chairman: Clause 112. Agreed?

Some Members: Agreed.

Chairman: Clause 113. Agreed?

Some Members: Agreed.

Chairman: Clause 114. Agreed?

Some Members: Agreed.

Chairman: Clause 114.1. Agreed?

Some Members: Agreed.

Chairman: Clause 115. Agreed?

Some Members: Agreed.

Chairman: Clause 116. Agreed?

Some Members: Agreed.

Chairman: Clause 117. Agreed? Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. I would like to ask the minister, it says, "Appraisal of principals and vice-principals." A principal "is appraised by an employee of the department at least once in each school year." The principal is the highest position in the school, so who would perform the appraisal on the principal? Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Peterson. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. We have talked about how we're trying to give a little bit more responsibility and ownership to DEAs, and this is one of these sections in the Act.

So in this section, the principal evaluations are made mandatory and will include an appraisal by the local DEA, as well as a collaborative oversight with the regional director or the superintendent. Each principal shall have a conversation with his or her supervisor, who is the superintendent, within 30 days of the school year. Thank you, Mr. Chairman.

Chairman (Mr. Arreak): Thank you, Minister. Mr. Peterson.

Mr. Peterson: Thank you, Mr. Chairman. Just for clarification, when you say regional superintendent, are you referring to the executive director of... in the Kitikmeot, we have the Kitikmeot School Operations. Would that be the person you're referring to? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you. Yes, Mr. Chairman, it would be the superintendent of the school for KSO. Thank you.

Chairman: Thank you. Clause 117. Do you agree?

Some Members: Agreed.

Chairman: Clause 118. Do you agree?

Some Members: Agreed.

Chairman: Clause 119. Do you agree?

Some Members: Agreed.

Chairman: Clause 120. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Before we get into the minutes here, I think maybe it would be good to have a short break so that members can get up and stretch their legs, as well as the staff that may need to get up and stretch their legs. So if we could take a short break for everybody who has been sitting here since over two hours now. So it might be a good idea for everybody's comfort. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Tootoo. That's a very good idea. We will take a short break.

>>Committee recessed at 21:17 and resumed at 21:31

Chairman (interpretation): Thank you for coming back. We're on (interpretation ends) page 60. Clause 120. Do you agree?

Some Members: Agreed.

Chairman: Clause 121. Do you agree?

Some Members: Agreed.

Chairman: Clause 122. Do you agree?

Some Members: Agreed.

Chairman: Clause 122.1. Do you agree?

Some Members: Agreed.

Chairman: Clause 123. Do you agree?

Some Members: Agreed.

Chairman: Clause 124. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just on clause 123, on the student to educator ratio, I know there were some issues related to that, so I'm just wondering if the minister can clarify how that's been resolved. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. If this legislation is passed, Nunavut will be one of only a few jurisdictions in Canada that will have a legislated teacher-to-student ratio. We are ensuring in this legislation that Nunavut will be the best in regard to that. Our section assures us that Nunavut is ahead of the country as a whole on the ratio of teachers to students. So that's something to be quite proud of as a jurisdiction and indeed for our education system. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know there have been some concerns raised, as the minister indicated, on the student-to-teacher ratio and yet, in here it says, "Student to educator ratio." So I'm just wondering if he could explain the difference. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I know this has been an issue and I'm going to read out to you the official definition. The national definition of an educator is all employees in the public education system who are required to have a teaching certification. This does not include, for example, school community counsellors, teachers' assistants, teachers on leave, and substitute teachers. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 124. Do you agree?

Some Members: Agreed.

Chairman: Clause 124.1. Do you agree?

Some Members: Agreed.

Chairman: Clause 125. Do you agree?

Some Members: Agreed.

Chairman: Clause 126. Do you agree?

Some Members: Agreed.

Chairman: Clause 127. Do you agree?

Some Members: Agreed.

Chairman: Clause 128. Do you agree?

Some Members: Agreed.

Chairman: Clause 129. Do you agree?

Some Members: Agreed.

Chairman: Clause 130. Do you agree?

Some Members: Agreed.

Chairman: Clause 131. Do you agree?

Some Members: Agreed.

Chairman: Clause 132. Do you agree?

Some Members: Agreed.

Chairman: Clause 133. Do you agree?

Some Members: Agreed.

Chairman: Clause 134. Do you agree? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Here, it talks about student participation on a district education authority and I know there were some issues around that as well. There have been some amendments made to that section, so I would like to ask the minister if he could just explain that for the record. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. The standing committee really took a good leadership role in this section and we wanted to look at how we could student participation on the local DEA. So there was a motion brought forward and an amendment in this bill and that allows for the student elections of a student representative, which means the students themselves actually pick their representative to sit on the DEA. In the past, it was the principal who might pick someone in the school to sit on the local education authority.

So the amendment has gone forward and that motion now is in place within the Act. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. Mr. Chairman, I have a question to that clause because section 131 clearly states the membership of the district authorities, but on this one, the student is not a member of the education district. Am I correct in that?

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Yes. Thank you, Mr. Chairman.

Chairman: Thank you. Mr. Curley.

Mr. Curley: So section 134 is saying that a student elected by peers is just to attend the meeting. Why would they go through a democratic process just to attend the meeting instead of appointing or whatnot? So is there a particular reason for that, to participate in a democratic process not just to elect a member but just to attend the proceedings of the district education authorities? Thank you.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. When we were looking at this section in the Act, we wanted to have a more inclusive way of involving the students or having the students participate in their education. Again, we have talked about how this *Education Act* is for our children and how do we make it more inclusive.

One way of doing that is allowing for the students themselves to pick amongst themselves, one of their own, to sit on the district education authority. The student that is selected and chosen democratically to sit on the local education authority has all the fundamental ability on that DEA to debate issues, to be involved in the participation and discussion at the DEA level, and to bring in that perspective of a student.

I think this is a better way of doing it than allowing the principal or someone else outside saying, "You're the person who is going to be on the DEA," or having the DEA pick someone themselves. It's the peers picking their own representative democratically through an election. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 134. Do you agree?

Some Members: Agreed.

Chairman: Clause 135. Do you agree?

Some Members: Agreed.

Chairman: Clause 136. Do you agree?

Some Members: Agreed.

Chairman: Clause 137. Do you agree?

Some Members: Agreed.

Chairman: Clause 138. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. This clause deals with additional duties and responsibilities of the district education authorities and in subclause 1, it indicates, "The Commissioner in Executive Council may make regulations," assigning duties and it goes on over anything else.

Mr. Chairman, my question is: do the DEAs have an ability to be involved in the making of regulations or are they just something that the government can say, "This is without any input from the district education authority. This is what you have to do." Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. In all regulations within the Act, the government has a duty to consult with the DEAs and also having the ability now to have, through legislation, an incorporated body known as the DEA Coalition.

And I should mention here in the House tonight, I am very pleased to have the Chairperson of the DEA Coalition from Pond Inlet, Jeeteeta Merkosak, in the Gallery also. So *Tunngasugit*, Jeeteeta.

So in answer to the question and very shortly and quickly, in the regulations in place in the Act, the government has a duty to consult on any regulations pertaining to the agencies. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 138. Do you agree?

Some Members: Agreed.

Chairman: Clause 138.1 Do you agree?

Some Members: Agreed.

Chairman: Clause 139. Do you agree?

Some Members: Agreed.

Chairman: Clause 140. Do you agree?

Some Members: Agreed.

Chairman: Clause 141. Do you agree?

Some Members: Agreed.

Chairman: Clause 142. Do you agree?

Some Members: Agreed.

Chairman: Clause 143. Do you agree?

Some Members: Agreed.

Chairman: Clause 144. Do you agree?

Some Members: Agreed.

Chairman: Clause 145. Do you agree?

Some Members: Agreed.

Chairman: Clause 146. Do you agree?

Some Members: Agreed.

Chairman: Clause 147. Do you agree?

Some Members: Agreed.

Chairman: Clause 148. Do you agree?

Some Members: Agreed.

Chairman: Clause 149. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I believe, in the minister's opening comments, he had indicated that this legislation actually provided a tool for the DEAs and I'm just wondering if there was a disagreement with the department or the minister on something. I'm just wondering if Structured Dialogues was the tool he alluded to in his opening comments. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Again, what we're trying to say in the Structured Dialogues is to be able to ensure not only a meaningful but a culturally appropriate dialogue that could occur and should occur to promote consensus building and understanding between the DEAs and the minister.

I would also like, for the record, to make a correction that indeed I thought Jeeteeta was here but she isn't, and indeed it's Alice Ladner who is here from the DEA Coalition. So I would like to welcome Alice to the Gallery. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I think this is a rather unique thing in here, the Structured Dialogues. I'm just wondering if the minister can just give a little bit of an explanation of when it would kick in and how it would work. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. When direction which would be given to schools and indeed to principals, there would be a request to have a structured dialogue and that would arise only after the minister has made a decision or given the direction.

For example, if there was a difference of opinion or if it was felt that the direction given, it might be in a negative sense, wasn't the best for the school or indeed the direction that the DEA was looking at, then under the legislation itself, for the first time ever, you would actually have what we would call a structured dialogue where we would be able to ensure that you would actually have a meaningful and a better consensus building way of that direction that may have been given, that may have raised some concern on behalf and by the DEA in question.

So hopefully that clarifies the question for the member. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 149. Do you agree?

Some Members: Agreed.

Chairman: Clause 150. Do you agree?

Some Members: Agreed.

Chairman: Clause 151. Do you agree?

Some Members: Agreed.

Chairman: Clause 152. Do you agree?

Some Members: Agreed.

Chairman: Clause 153. Do you agree?

Some Members: Agreed.

Chairman: Clause 154. Do you agree?

Some Members: Agreed.

Chairman: Clause 155. Do you agree?

Some Members: Agreed.

Chairman: Clause 156. Do you agree?

Some Members: Agreed.

Chairman: Clause 157. Do you agree?

Some Members: Agreed.

Chairman: Clause 158. Do you agree?

Some Members: Agreed.

Chairman: Clause 159. Do you agree?

Some Members: Agreed.

Chairman: Clause 159.1. Do you agree?

Some Members: Agreed.

Chairman: Clause 160. Do you agree?

Some Members: Agreed.

Chairman: Clause 161. Do you agree?

Some Members: Agreed.

Chairman: Clause 162. Do you agree?

Some Members: Agreed.

Chairman: Clause 163. Do you agree?

Some Members: Agreed.

Chairman: Clause 164. Do you agree?

Some Members: Agreed.

Chairman: Clause 165. Do you agree?

Some Members: Agreed.

Chairman: Clause 166. Do you agree?

Some Members: Agreed.

Chairman: Clause 167. Do you agree?

Some Members: Agreed.

Chairman: Clause 168. Do you agree?

Some Members: Agreed.

Chairman: Clause 169. Do you agree?

Some Members: Agreed.

Chairman: Clause 170. Do you agree?

Some Members: Agreed.

Chairman: Clause 171. Do you agree?

Some Members: Agreed.

Chairman: Clause 172. Do you agree?

Some Members: Agreed.

Chairman: Clause 173. Do you agree?

Some Members: Agreed.

Chairman: Clause 173.1. Do you agree?

Some Members: Agreed.

Chairman: Clause 174. Do you agree?

Some Members: Agreed.

Chairman: Clause 175. Do you agree?

Some Members: Agreed.

Chairman: Clause 176. Do you agree?

Some Members: Agreed.

Chairman: Clause 177. Do you agree?

Some Members: Agreed.

Chairman: Clause 178. Do you agree?

Some Members: Agreed.

Chairman: Clause 179. Do you agree?

Some Members: Agreed.

Chairman: Clause 180. Do you agree?

Some Members: Agreed.

Chairman: Clause 181. Do you agree?

Some Members: Agreed.

Chairman: Clause 182. Do you agree?

Some Members: Agreed.

Chairman: Clause 183. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Clause 183 deals with the operating budgets of the district education authorities and it says that it would include, in subclause 1(a), the last part there, it says, "... and teaching resources..." Would that include any additional requirements as a result of the DEA's assessment of their needs in regard to the Inclusive Education section of the Act? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. What happened by amendment and motion in committee was we removed Part 6, which was the inclusive schooling, from the list of things not to be in the DEA budget. Now, the reason for that is because there are operational expenses such as specific supplies that DEAs purchase directly for inclusive schooling. So hopefully that helps answer the member's question. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I think, when we were at that discussion on inclusive education earlier, the minister indicated that it was the DEA and the principal that would determine what the needs were. I'm just wondering where the resources to cover off those needs would come in. Would that be something that wouldn't be included in their budget or would that money automatically flow from the Department of Education? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. There could be a whole range of issues here depending on how the inclusive schooling is going. So let's say that you're dealing with a student that may have a physical handicap as an example, or maybe you're dealing with a child that may be blind and maybe they would need special instruction with Braille books, then we would be providing those types of materials above and beyond what the DEA had a budget for. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Is the minister saying that if the DEA indicates to the department that they need those additional resources, the department would provide them? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: That is correct, Mr. Chairman, in the context of what they have been using their budget for. For example, if a given DEA had a large surplus in their budget and said, "We can't afford \$2,000 for an item for inclusive schooling," then we may say, "Well, you should be able to find that within."

But if it's a large item that is needed, for example, if we have an issue with children that may be blind or if they have a special needs situation in regard to instructional needs in the classroom itself, that's above and beyond the scope of what DEA has available to do, then the government, of course, would come in and do that. That's part of the duty that we talked about earlier in the Act itself. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I thank the minister for that response. I'm not sure where it was in here or which clause but I believe there was an indication that, I don't know if it was a school staff, I can't remember... there are so many sections I have looked at where to include a student support assistant or a teacher's assistant that would be required.

As a result of the DEA and the principal determining that they may require three assistants because of special needs students and they don't have the budget for that, would the department provide the resources for them to obtain those necessary staff to help fulfill their obligations? Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Again, these are all things that may or may not occur and are hypothetical.

If we say, for example, you have a student in a given school who has a severe handicap, whether physically or mentally, and so on, and we're trying to integrate them within the school system itself and there's a need for extra resources, whether those resources be human resources or physical resources, then if the DEA doesn't have the ability to be able to provide the extra remuneration or expenses, then that, of course, request would come back to the Department of Education for that type of supports.

Again, it depends on each individual student and each individual circumstance. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 183. Do you agree?

Some Members: Agreed.

Chairman: Clause 184. Do you agree?

Some Members: Agreed.

Chairman: Clause 185. Do you agree?

Some Members: Agreed.

Chairman: Clause 186. Do you agree?

Some Members: Agreed.

Chairman: Clause 187. Do you agree?

Some Members: Agreed.

Chairman: Clause 188. Do you agree? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. The clause states, “The accounts of a district education authority shall be audited annually in accordance with Part IX of the *Financial Administration Act*.” It’s very expensive to get your books audited. Will they be getting the money from within their budget for the auditing? Thank you.

Chairman (interpretation): Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. The member is correct. The funding for the audit would come directly from the department. We would provide and help the funding of a full audit as outlined. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 188. Do you agree?

Some Members: Agreed.

Chairman: Clause 189. Do you agree? Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Just on clause 189, (f) says, “respecting funding formulas and limitations in respect of money...” I know there’s a formula that the department uses to determine the number of teachers that a school is allocated and it’s based on student population.

One of the concerns that have been raised since the First Assembly when we first started going through this was the fact that principals are included in that formula as teachers. In a lot of cases, they don’t teach and they spend most of their time doing administrative stuff. So I’m just wondering if there’s any looks at dealing with that issue and taking the principals out of the teacher allocation formula. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. This has been an ongoing issue over the last couple of years within the department. Right now, we’re in the process of looking internally at what the costs will be to take the principals out of the school funding formula and depending again on the size of the school.

So as an example, if you’re the principal at one of our smaller schools in Grise Fiord or Resolute Bay or Nanook in Apex, would you take them out of the formula when they’re still instructing classes? Whereas in a larger school in Cambridge Bay, Pond Inlet, and some of the other schools where we have a larger school population, then you might want

to take the principal out because the principal is actually a full-time administrator and the leader in the school as it were.

So we're looking at what those cost benefits should be and look at how we can incorporate that within the context of this legislation because this legislation guarantees the best student-educator ratio in the country in legislation and so those types of things need to be worked on. Once the legislation is passed, then the department will be looking at opportunities within the framework of the current school funding formula and see what those cost implications would be. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 189. Do you agree?

Some Members: Agreed.

Chairman: Clause 190. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know Part 15 was something that there was some concern with throughout the process and I'm wondering if the minister could give an overview of how the issues related to Part 15 have been addressed. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. When we were looking at the issues around the DEA Coalition, we had the proposed motion and we accepted it within the committee. It was to look at all of Part 15 and removing by the proposed motion and replacing by the new sections 190 to 192 now, and that included the role of the DEA Coalition as well as the funding for the DEA Coalition, and report on spending of the DEA Coalition.

Many stakeholders believe that the DEA Coalition would be in a framework similar to the NAM, or the Nunavut Association of Municipalities, where they have their own executive staff and they do work on behalf of and for municipalities across Nunavut. They have their own advocacy service and indeed they train staff, and so on.

We see the same role with the DEA Coalition, to be an advocate, speaking out on education issues across the Territory of Nunavut, helping train DEA staff, bringing concerns back and forth between local DEAs and the Minister and the Department of Education. So that's all outlined in the regulations within the Act. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. I know one of the other issues that was brought up and just dealt with was third party funding and things like that for the coalition. I'm just wondering how the department has addressed that issue. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. Again, this is brand new in the Act, it has never occurred before in Nunavut. The DEA Coalition will have the ability, as an incorporated society and an independent society, to be able to leverage third party funds.

And they might use those monies, not only what they get from the Government of Nunavut in their core budget but third party funds, to provide extra training, extra staff, extra supports to schools, and so on. So we're quite excited about that opportunity for the DEA Coalition. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 190. Mr. Curley.

Mr. Curley (interpretation): Thank you. Mr. Chairman, we're thankful for the DEA Coalition staff and the chairperson for being very informative. I would like to ask the minister: are all of the regions represented? Can the minister or his staff tell me? (interpretation ends) Thank you.

Chairman (interpretation): Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I believe the DEA Coalition has been in operation now for a little over year and again, we agree with the member that we think it's an exciting aspect of this legislation. They have their own by-laws and they pick amongst their DEA members, and every community in Nunavut is involved, and they select their members.

The current chair is from Pond Inlet, Jeeteeta Merkosak, and they have members on the DEA Coalition from across the territory. This is done through their own by-laws. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Mr. Curley.

Mr. Curley: Thank you. Yes, I assumed that that was the case with respect to their constitution and incorporated by-law. It was never really clear as to whether or not all of the DEAs throughout Nunavut were represented. I think there were some regional representatives but not fully enforced in my view. So I think you should also insist, as the minister, that the regions are fully represented.

It was obvious that the Kivalliq region was really, for perhaps a number of reasons, not fully represented and that should not be. It should not happen because we are very much part of the educational system in Nunavut and we would like to see that more active participation is solicited and encouraged, and actually have a representative from our DEAs sit on that committee. Maybe they do now, but three or four months ago, that was not the case. Thank you.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. A point well taken. I know that the DEA Coalition, and again, it's new and it's only been in operation for a little over 12 months, has been in contact with all of the DEAs. So I think after they get their funding, get up and running, and get their staff in place, you will see that regional representation and I believe that you will see that they will have in place and that all regions of Nunavut will be involved. So it's a point well taken by Mr. Curley. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 190. Do you agree?

Some Members: Agreed.

Chairman: Clause 191. Do you agree?

Some Members: Agreed.

Chairman: Clause 192. Do you agree?

Some Members: Agreed.

Chairman: Clause 193. Do you agree?

Some Members: Agreed.

Chairman: Clause 194. Do you agree?

Some Members: Agreed.

Chairman: Clause 195. Do you agree?

Some Members: Agreed.

Chairman: Clause 196. Do you agree?

Some Members: Agreed.

Chairman: Clause 197. Do you agree?

Some Members: Agreed.

Chairman: Clause 198. Do you agree?

Some Members: Agreed.

Chairman: Clause 199. Do you agree?

Some Members: Agreed.

Chairman: Clause 200. Do you agree?

Some Members: Agreed.

Chairman: Clause 200.1. Mr. Tootoo.

Mr. Tootoo: Thank you, Mr. Chairman. Again, just to get it on the record, I know this was an issue that was raised by some of the stakeholders. So I would just like to ask the minister if he could clarify how the issues and concerns that were brought forward, as far fees for learning materials, were resolved. Thank you, Mr. Chairman.

Chairman: Thank you. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. NTI had raised this issue and they were concerned that there might be fees charged for learning material and books, and so on.

The standing committee brought forward a motion to change that to ensure that indeed that was not the case and that there wouldn't be a fee in place for materials, and that was approved in committee. Again, this is one of the changes that have come about after consultation and through some of the stuff that NTI has raised but also through the standing committee.

So this section ensures that students do not have to pay for provided learning materials. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Clause 201. Do you agree?

Some Members: Agreed.

Chairman: Clause 202. Do you agree?

Some Members: Agreed.

Chairman: Clause 202.1. Do you agree?

Some Members: Agreed.

Chairman: Clause 203. Do you agree?

Some Members: Agreed.

Chairman: Clause 203.1. Do you agree?

Some Members: Agreed.

Chairman: Page 94, clause 204. Do you agree?

Some Members: Agreed.

Chairman: Go to Schedule on page 95. You heard, Schedule. *Universities and Degree-Granting Institutions Act*. Do you agree?

Some Members: Agreed.

Chairman: Thank you. Clause 205. Do you agree?

Some Members: Agreed.

Chairman: Clause 206. Do you agree?

Some Members: Agreed.

Chairman: Clause 207. Do you agree?

Some Members: Agreed.

Chairman: And the last one, clause 208. Do you agree?

Some Members: Agreed.

Chairman: Is the committee agreed to Bill 21 as a whole? Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Chairman. They will be making regulations. What I kept bringing up was the NWT *Education Act* of 1995, maybe before that. They used to take students out on the land without having to worry about insurance, but there was a mishap where they had to be picked up by helicopters.

Once they start working establishing the regulations and working with the DEAs, for those people who take students out on the land, using their own equipment, if their machines or equipment happen to break down while they were rented, it would be good to have insurance available and have a contract ready saying that insurance will be provided. Thank you, Mr. Chairman.

Chairman: Thank you, Member. Minister Picco.

Hon. Ed. Picco: Thank you, Mr. Chairman. I think the member raised a good point. All school activities are insured; coordinated activities from our schools, school-sponsored events, and so on, they're all insured.

If there's a program, as the member has spoken about, for example, going out on the land, going on a boat, going on a machine, all of the outfitters should also have outfitters' insurance and we have put in place a program through the government to ensure that outfitters can get insurance. We have set that fund up, so I think it's a good news story. Also, we're working with our colleague, that's the Workers' Safety and Compensation Commission Minister, Mr. Barnabas, to ensure that we have coverage on that side.

Particularly with the students, if they go out, then those activities are insured for us. Thank you, Mr. Chairman.

Chairman: Thank you, Minister. Members, we will go back to the Preamble. Do members agree to the Preamble?

Some Members: Agreed.

Chairman: Thank you. Is the committee agreed to Bill 21 as a whole?

Some Members: Agreed.

Chairman: Is the committee agreed that pursuant to Rule 62(2) that Bill 21 can immediately be placed on the Orders of the Day for third reading?

Some Members: Agreed.

>>Applause

Chairman: Thank you very much. Thank you, Minister. Thank you, Mr. Chambers and Ms. Okpik. (interpretation) Minister, do you have any closing remarks? Minister Picco.

Hon. Ed. Picco (interpretation): Thank you, Mr. Chairman. (interpretation ends) I wanted to say just very quickly just to demonstrate I think how important the *Education Act* is to educators, if you look around the room tonight, you will see a lot of principals from schools right here in Iqaluit who have come after ten o'clock and sat with us for the last few hours. I see the principal from Joamie School, from Aqsarniit, representatives from the high school, from Apex, and every school in the community is represented, and they're only indicative of what we have seen across the territory.

We received letters from DEAs of every community asking us to move forward and I want to put on the record, I'm sorry that I wasn't able, as your minister, to meet all of the requirements and requests of QIA and NTI. And I think if they and some of our elected people at those organizations had a chance to go back and look at the legislation, and not just from our staff, and have a look at what we have actually done in this legislation is something to be very proud of.

And that's from a person who's gone through lots of legislation, especially as Mr. Arvaluk said, from using Slavy, Dene, and Gwichin from the old Act. It's about time we

had our own Act. This Act allows for a review within three years and I believe we will be able to make it better.

With that, Mr. Chairman, I would like to thank the members. I would like to thank Kathy and Mr. Chambers. These guys have put in tremendous work on this as Mr. Tootoo said. And over here, Mr. Chairman, on my immediate right, he's always at the end, a guy that doesn't like to be recognized, the ADM of the Department of Education, Peter Geikie. Peter has put in a tremendous amount of work. Thank you, Peter. And next to him are Don Ribel and Mark Spakowski, the two legislative drafters on behalf and for the bill. And lastly but not least, Mr. Chairman, on this side of me, is Peter Ma, the Deputy Minister of Finance, who has assured me that the \$14 million will be happening very quickly...

>>*Laughter*

>>*Applause*

... for the schools and Education Trust. With that, thank you and thank you to the committee.

>>*Applause*

Chairman: Thank you very much. Mr. Mapsalak.

Mr. Mapsalak (interpretation): Thank you, Mr. Chairman. For the last time, I would like to move to report progress. Thank you, Mr. Chairman.

Chairman: Thank you, Mr. Mapsalak. We have a motion on the floor to report progress and the motion is not debatable. All those in favour of the motion, raise your hand. Opposed. The motion is carried. I will now rise to report progress.

Speaker (interpretation): Thank you, Members. Going to the Orders of the Day. Item 19. Report of the Committee of the Whole. Mr. Chairman, Member for Uqqurmiut, Mr. Arreak.

Item 19: Report of the Committee of the Whole

Mr. Arreak: Thank you, Mr. Speaker. Your committee has been considering Bills 20, 21, 40, 41, and 43, and Mr. Speaker, I am happy to report that Bills 20, 21, 40, 41, and 43 are immediately ready for third reading. And, Mr. Speaker, I move that the Report of the Committee of the Whole be agreed to. Thank you very much, Mr. Speaker.

Speaker (interpretation): Thank you, Mr. Arreak. There is a motion on the floor. Is there a seconder? Thank you, Mr. Tapardjuk. All those in favour. Opposed. The motion is carried.

Item 20. Third Reading of Bills. Minister of Finance, Minister Tapardjuk.

Item 20: Third Reading of Bills

Bill 07 – Inuit Language Protection Act – Third Reading

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Iqaluit West, that Bill 7, *Inuit Language Protection Act*, be read for the third time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The motion is in order. Question has been called. Mr. Arvaluk.

Mr. Arvaluk (interpretation): Thank you, Mr. Speaker. Bill 7 will be part of history, so I would like ask for a recorded vote. Thank you.

Speaker (interpretation): Please be patient, Members.

Members, there was a request for a recorded vote. (interpretation ends) So the process we will follow is that those in favour first will stand and secondly, those opposed will stand and sit when I call your name. All those in favour, please stand and sit when I call your name.

Mr. Tapardjuk.

Mr. Okalik.

Madam Brown.

Mr. Netser.

Mr. Akasuk.

Mr. Arreak.

Mr. Mapsalak.

Mr. Peterson.

Mr. Kattuk.

Mr. Tootoo.

Mr. Simailak.

Mr. Curley.

Mr. Arvaluk.

Mr. Barnabas.

Mr. Picco.

From that, let the record show that that was unanimous and the motion is carried.
(interpretation) Thank you.

>>Applause

Speaker (interpretation): Item 20. Third Reading of Bills. Minister of Health and Social Services and Environment, Minister Akesuk.

Bill 20 – Midwifery Profession Act – Third Reading

Hon. Olayuk Akesuk (interpretation): Thank you, Mr. Speaker. (interpretation ends) I move, seconded by the Honourable Member for Rankin Inlet South-Whale Cove, that Bill 20, the *Midwifery Profession Act*, be read for the third time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The motion is in order. Question has been called. All those in favour. All those opposed. The motion is carried and Bill 20 has had its third reading.

Item 20. (interpretation ends) Third Reading of Bills. (interpretation) Minister of Education, Minister Picco.

Bill 21 – Education Act – Third Reading

Hon. Ed. Picco: Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Quttiktuq, that Bill 21, the *Education Act*, be read for the third time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried and Bill 21 has had its third reading.

>>Applause

Speaker (interpretation): Item 20. Third Reading of Bills. Minister of Community and Government Services, Minister Brown.

Bill 40 – An Act to Amend the Revolving Funds Act – Third Reading

Hon. Levinia Brown (interpretation): Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Nanulik, that Bill 40, *An Act to Amend the Revolving Funds Act*, be read for the third time. Thank you, Mr. Speaker.

Speaker: Thank you, Minister Brown. The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried and Bill 40 has had its third reading and is ready for assent.

Item 20. Third Reading of Bills. (interpretation) Minister of Finance, Minister Tapardjuk.

Bill 41 – Forgiveness of Debts Act, 2008-2009 – Third Reading

Hon. Louis Tapardjuk (interpretation): Thank you, Mr. Speaker. I move, seconded by the Honourable Member for Quttiktuq, that Bill 41, *Forgiveness of Debts Act, 2008-2009*, be read for the third time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you, Minister. The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried and Bill 41 has had its third reading.

Item 20. Third Reading of Bills. Mr. Premier.

Bill 42 – Miscellaneous Justice Statutes Amendment Act, 2008 – Third Reading

Hon. Paul Okalik (interpretation): Thank you, Mr. Speaker. (interpretation ends) I move, second by the Honourable Member for Baffin South, that Bill 42, *Miscellaneous Justice Statutes Amendment Act, 2008*, be read for the third time. (interpretation) Thank you, Mr. Speaker.

Speaker (interpretation): The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried and Bill 42 has had its third reading.

>>Applause

Speaker (interpretation): Item 20. Third Reading of Bills. Minister of Finance and Culture, Language, Elders and Youth, Minister Tapardjuk.

Bill 43 – Write-Off of Assets and Debts Act, 2008-2009 – Third Reading

Hon. Louis Tapardjuk (interpretation): I move, seconded by the Honourable Member for Iqaluit East, that Bill 43, *Write-Off of Assets and Debts Act, 2008-2009*, be read for the third time. Thank you, Mr. Speaker.

Speaker (interpretation): Thank you. The motion is in order. Question has been called. All those in favour. Opposed. The motion is carried and Bill 43 has had its third reading.

Item 20. Third Reading of Bills. Before we proceed, Mr. Clerk, please ascertain if the commissioner is ready to enter the Chambers to give assent to bills. Mr. Clerk.

Assent to Bills

Bill 07 – Inuit Language Protection Act – Assent

Bill 20 – Midwifery Profession Act – Assent

Bill 21 – Education Act – Assent

Bill 36 – Supplementary Appropriation (Capital) Act, No. 4, 2007-2008 – Assent

Bill 37 – Supplementary Appropriation (Operations & Maintenance) Act, No. 4, 2007-2008 – Assent

Bill 38 – Supplementary Appropriation (Capital) Act, No. 2, 2008-2009 – Assent

Bill 39 – Supplementary Appropriation (Operations & Maintenance) Act, No. 2, 2008-2009 – Assent

Bill 40 – An Act to Amend the Revolving Funds Act – Assent

Bill 41 – Forgiveness of Debts Act, 2008-2009 – Assent

Bill 42 – Miscellaneous Justice Statutes Amendment Act, 2008 – Assent

Bill 43 – Write-Off of Assets and Debts Act, 2008-2009 – Assent

Commissioner Ann Meekitjuk Hanson (interpretation): As Commissioner of Nunavut, I hereby assent to the following bills:

- Bill 7, *Inuit Language Protection Act*;
- Bill 20, *Midwifery Profession Act*;
- Bill 21, *Education Act*;
- Bill 36, *Supplementary Appropriation (Capital) Act, No. 4, 2007-2008*;
- Bill 37, *Supplementary Appropriation (Operations and Maintenance) Act, No. 4, 2007-2008*;
- Bill 38, *Supplementary Appropriation (Capital) Act, No. 2, 2008-2009*;

- Bill 39, *Supplementary Appropriation (Operations and Maintenance) Act, No. 2, 2008-2009*;

I will say what Bill 40 is in English because I don't know how to say it in Inuktitut.
(interpretation ends)

- Bill 40, *An Act to Amend the Revolving Funds Act*;

(interpretation)

- Bill 41, *Forgiveness of Debts Act, 2008-2009*;
- Bill 42, *Miscellaneous Justice Statutes Amendment Act, 2008*; and
- Bill 43, *Write-Off of Assets and Debts Act, 2008-2009*.

I am honoured to be with you today on the occasion of the last sitting of the Second Legislative Assembly of Nunavut.

I am pleased to take this opportunity to note for the record that the Legislative Assembly has held 382 sittings since April 1, 1999, and passed a total of 193 bills since the creation of our territory.

I am also pleased to take this opportunity to thank each and every one of you for your service to the public. For those members who will not be seeking re-election, please accept my best wishes as you move on to a new chapter in your lives.

As members are aware, a Proclamation was issued in March of this year in which instructions were given for the issuing of writs of election on September 22, 2008. The Third General Election will be held on October 27, 2008. The date for the return of the writs shall be November 3, 2008.

As Commissioner of Nunavut, I hereby prorogue the Fourth Session of the Second Legislative Assembly. Thank you.

>>Applause

Speaker (interpretation): Thank you. I thank the commissioner. It has been a long day. Just before we leave, I would like to let the members know, from myself, and I have heard that what is going to be happening each and everyone of them.

First of all, I would like to thank God for the nine and a half years that I have served him. He guided me well and kept me afloat through difficult and happy times, and if he were to ask me how I know this, when I first became a member, I prayed that I would finish my service, however short or long.

I am now very clear what I'm going to do at the Third General Election. I have thought about this for quite some time and I have made up my mind that I will not be running at the next election for the Nunavut Legislative Assembly.

I have thoroughly enjoyed working with you and to the First Assembly, but coming from my heart, I can tell you to in this House and to Nunavummiut, a lot of times I thanked my wife and my family, my children, my daughters, Lyn and Jeanna, and my son, Joseph. I thank them very much for their understanding, for their patience, and their love which I have felt.

I'm going to step down without any regrets. I think I have done a pretty good job to what was assigned to me. I would like to thank Mr. Premier, as well as everybody, every member here that I served with. You have helped me and my family a lot. My constituents of Pangnirtung have always welcomed me.

The Members of the Legislative Assembly of Nunavut, even from Canada and all Nunavummiut, they have welcomed me with open arms. I thank you just the same and your support can go a long way. I know and I have experienced it.

I would like to include Iqalumniut for their welcoming and their support. When we're here, it feels like we're at home, even though we are away from our homes.

I will be returning to Pangnirtung and I'm happy to be returning as a husband, as a father, as a younger and older brother, uncle, and grandfather. I'll be going home and be friends with my constituents.

I thank everybody for the nine and a half years that you walked beside me and in the future, I wish you, and be welcoming, and be able to serve you in any way I can. Thank you.

>>*Applause*

(interpretation ends) Sergeant-at-Arms.

>>*Session adjourned at 22:36*

